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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KGl, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally—curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy Minister of Education and Technical Education

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Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	issues and challenges	Integrated cross- curriculum topics
	1 Hello	Hello, Coodbye, Miss Mona, Amira, Haria, Harry, Youssiel	Helio, Goodbye, Shake hands, Play What's your name? I'm (Hana). Open your book! Close your book!	to bee, book, bug, bus, blue th theny five	Communication: Self-expression: I'm Respect for diversity: Let's make friends Self-management: I can follow Instructions	Love of friends: LeCs make friends!	Awareness of rights and duties	
2000	Z This is one	ncoe, mouth, eyvs. ears, hands, hair	This is my (recerb). Touch your (nose). Well done?	hi ƙasal, ƙair Hi Hany. Hana ni ecue, neck Ni Noma	Communication Unitening and speaking Soff-management: Let's be clean? Critical thinking: Observation	Appreciation of science My body Curiosity: My body	Preventative bealth: Let's be clean!	Science Keeping our body clean and healthy
Who emuly	3 Myschool bag	bag, pen, pentil, pentil case, sharpener, rules, one, two, three, four, five	What's this? it's a (pes).	p. pen, pencil P. Peter r. ruler, red R. Kadu	Critical thirding: Observation: May time:	Curiotity: Asking questions		Math. Learn numbers with Bury See
	il kany binthday	sia, sewes, eight, nine, ten, red, orange, yellow, green, blue, black	How old are you? I'm (six). One torange) torke! Two (blass) (balloons).	o cela, card, candle C: Carro o orange, oil. olives O: Orinia	Communication and self-management. Show and self Collaboration and creativity: Making a birthday card or a birthday calar	Sharing, love and compaction Abirthday party	Community participation	Art: Learn colors with Busy Best Mattle Numbers 6-10
	Beriewt	Riesessienen farpen gandrije 5-4			Communication and sharing: Unaning and speaking Self-management: Self-assessment			

Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	issues and challenges	Integrated cross- curriculum topics
	5 With my family	father, mother, grandfather, grandmother, brother, sister; please, thank you	Have some (cake). Who is this? This is my (mother).	f: flag, family father F: Fady thea, tree T: TV	Communication: Self-expression: Let's be polite Collaboration and creativity: Making a family tree	Love and respect: With my family	Community participation	
omgme	6 Let's play music	drum, flute, triangle, guitar, piano	I can play the (drum). I can (touch).	d: drum, dog D: Dina g: guitar, green G: Gamila	Communication: Self-expression: I can play the (flute). Critical thinking: Play time	Curiosity: How we use our senses	Environmental awareness	Science: Our five senses Music: Common musical instruments
Theworldaround	7 At home	living room, bedroom, kitchen, bathroom, garden; star, square, trlangle, circle, rectangle	Where's the boy/ girl? He's/She's in the (living room),	a: apple, ant A: Amira s: star, square S: Sami	Communication: Listening and speaking Creative thinking: My home	Love of home	Loyalty and belonging: My home	Math: Learn shapes with Busy Bee! Art: My home
D	8 At the Pyramids	camel, key, pyramids, Sphinx, stones, king, queen; big, small	The (camel) is big. The (ant) is small.	k: key, kite K: King q: quiet Q: Queen	Respect for diversity: I live in Egypt Critical thinking: Creating relationships: Big and small	Tolerance and acceptance of others: ! live in Egypt	Loyalty and belonging: I live in Egypt	Math: Big and small Social studies: The pyramids

1	Unit	Vocabulary	Language	Phonics	Life skills	Values	issues and challenges	Integrated cross- curriculum topics
	At the	swim; in, under, on, behind; box	Where is it? It's (under) the (book).	l: in, insect l: Injy u: under, umbrella U: Uncle	Communication: Self-expression: I can _ Critical thinking: Observation: Where's?	Curlosity: positions	Environmental responsibility: Keeping the beach dean	Science: Recognizing body movements
1	Review 2	Revision from units 1-9			Self-management: Self-assessment			

Introduction

Welcome to Connect Primary 1. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun engaging activities, to encourage the students' language development

Aims of the course

The course aims to give primary students the tools they need to develop their knowledge and use of English, and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world.

The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD). It has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful learning experience. The current socio-cultural theory of learning focuses on the importance of social interactions for learning. In Connect Primary 1, students also practice using language in realistic social interactions, such as playing with friends, shopping, etc.

The units are divided into four main themes (Who am I?, The world around me, How does the world work?, Communication), encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of Connect Primary I reflects the children's environment, so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in Connect Primary I include body parts, classroom or school objects, numbers and colors, family, musical instruments, home, the pyramids and the beach.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are in Primary 1 and have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.

Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons, which clearly show what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. The first term has 9 main units and the second term has eight main units plus two review units for each book. Each main unit consists of ax pages, which equate to three lessons, plus two

Play time pages If the unit features a project, it has eight pages (four lessons)

Each unit has an appropriate topic for young children. The three lessons in each main unit include a variety of the following features

- listening and speaking practice of the target language of the unit
- presentation of vocabulary in the context of an illustration

Introduction

- phonics presentation and practice, including listening, speaking, tracing and writing tasks
- deeper exploration of life skills, values, and issues
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art and Social Studies
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

After each main unit, there are two pages of *Play time* activities. These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. They are intended to be extra fun tasks only and are not compulsory.

The review units, which appear after each theme, are designed to practice and consolidate the language students learned so far. The review units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Digital materials

Links are included throughout the Teacher's Guide to videos of the songs and integrated curriculum content to help teachers to explain more difficult concepts

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set alongside the accompanying notes. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the CD. Audioscripts for all the recorded material are also provided.

Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.

Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress, or those students needing more practice and revision. There are fast finishers activities and practice game suggestions at the end of each lesson.

The Teacher's Guide also provides suggestions for successful classroom management. Teaching large classes is demanding and it is therefore important to vary your teaching to enable each individual student to participate, as well as to use group work, pair work and class work effectively. The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis. For example, the Student's Book guides you to stop at the end of each unit and to discuss what students have learned with them, using the Unit reviews and assessment pages. The Teacher's Guide also offers advice to 'stop and check' understanding after new language is presented before moving to a practice activity.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson. Each lesson has a particular focus

Vocabulary / Listening and speaking

Students listen to the new words and find the items in the picture

Confidence with the new language is gradually built up through fun activities.

🌅 🕦 Look, listen, and say

The lesson works toward the children using language to express thermse, ves

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The activities are clearly shown to students with the fun .cons of Busy Bee

The artwork 18 bright and colorful with lots of details for students to find and discuss

The new words are presented with clear pictures to help the students to understand the meaning The words are in blue because students are not expected to be able to read them. Later in the course when the students are able to read the words will be black

@Draw your face

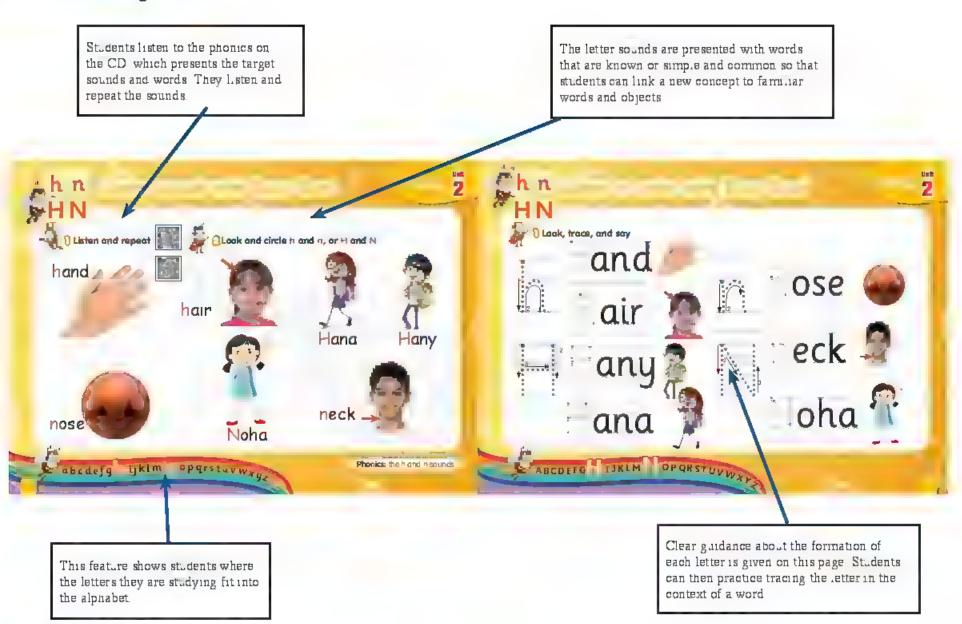
Languages Touch your nose

Students then listen to the song and sing along as much as they can

The language in each lesson is clearly presented to teachers and parents

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Phonics / Handwriting



dirano elle idea

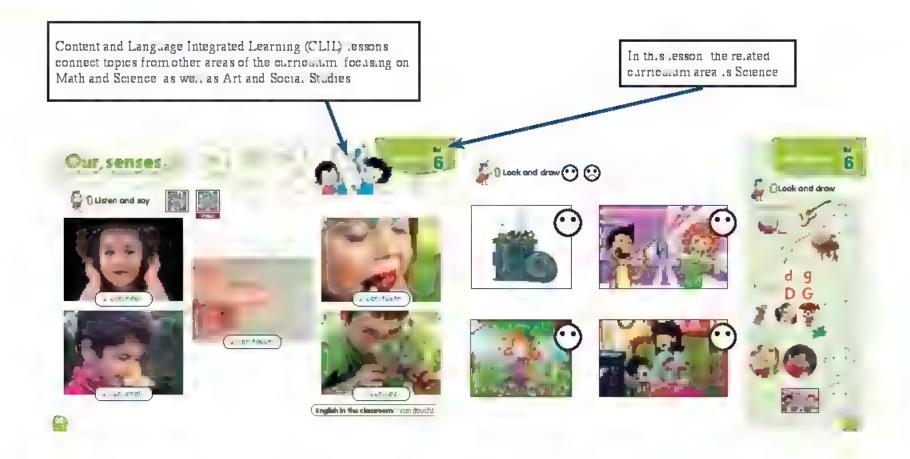
Life skills, Values and Issues

Life skills. Values and Issues are integrated throughout the course, but there are also specific lessons focusing on these learning points

In this task students apply problem solving skills to work out what each picture shows and whether it is a good or bad behavior. The photos can be used to start class discussion ំ 🐧 🖒 😭 🔞 ភាព D Lack and draw 🕜 😥 🚨 🖯 Loak and draw Listen and point, then say Photographs show scenes that w.l. be familiar to students and which they can relate to HN their own .ives The topics of the Life skills, Values and Issues pages are carefully chosen to present goals that students can achieve for themselves

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English in the classroom (CLIL)



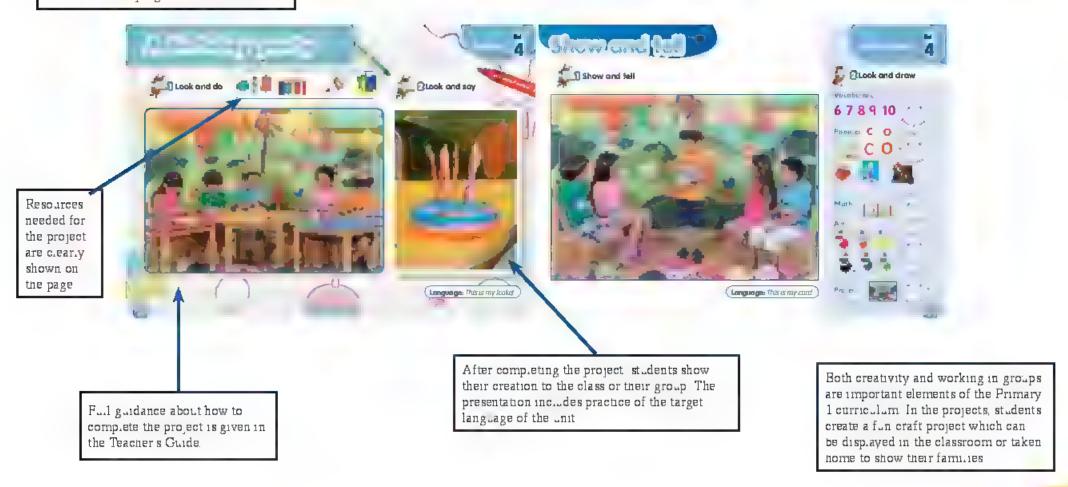
CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that students are studying in other lessons and particularly in Math and Science

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Project and Show and tell

In this project students make a birthday cake from modeling day so that they can talk about birthday. In addition, it consolidates the language, life skills and issues of the unit. Also, the project can be a valuable too, through which you may assess students' progress in these areas.

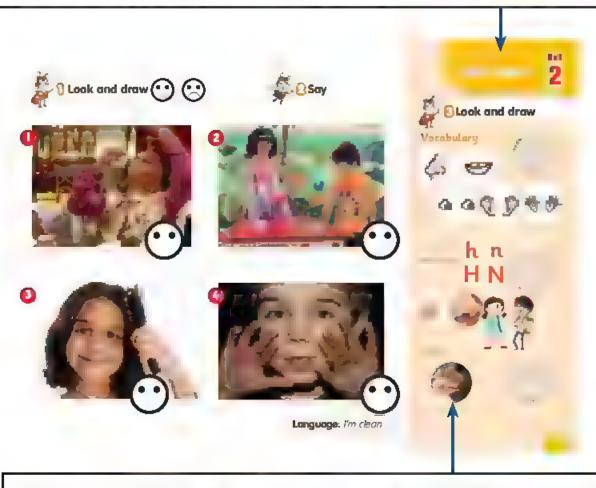
For the Show and tell activity students bring objects from home to show the rest of the class and to talk about. The photograph shows what the students need to do. If it is difficult for the students to bring items from home, they can present something which they have made or drawn



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Unit review

Every units ends with a unit review. This revises all the language that students have learned in the unit. The revision is guided by the teacher and then followed by student self assessment.



The final part of the lesson is a self assessment activity. The students look at each element of the unit. If they understand each part, they draw a smile onto the faces and color them. Full guidance for this section is given in the Teacher's Guide.

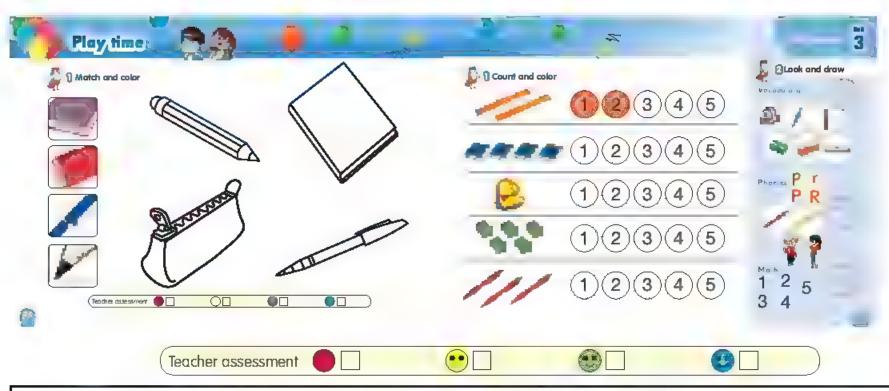
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Play time

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are intended as extra practice. They include coloring tracing writing matching and other fun revision activities.

The children are working more independently on these pages so they also have a chance to develop problem solving and self management skills



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress

Conject the books at the end of the unit. Look at the students, own assessment of their progress in the Look and draw activity. Check that you agree with their own assessment and then allocate your own assessment level of their progress.

For your own records give students a grading for each skil. Then for each student tick the correct colored face in the Student's Book to represent their general progress in all the skills

Make sure that students know that a tick next to a red or yellow face is not a failure but is just a sign that they need to revise the language in this unit

Interest us from

The communicative approach

Listening and speaking are vital language skills for communicative competence and Connect Primary 1 offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class, group and pair work through the context of unit topics, short narratives interactive activities, songs, and games until they become a part of the students, active repertoire.

For Primary I the language and topics of the course remain close to the world of the student only gradually moving out into the world beyond and returning regularly to the familiar territory. All new vocabulary is related to the unit topic. The words are of high frequency and so they can be used actively by the students throughout their language learning experience. In this way, the students learning feels relevant and personal to them.

The new structures and vocabulary introduced throughout the book are continually recycled and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self assessment by students to monitor their continued progress.

The sy. abus both develops and conso. dates the skills of reading and writing. Throughout this course short texts serve as models which are used for comprehension and writing. Writing begins with simple practice in writing from left to right in a variety of exercises and contexts. This is followed by the introduction of letters with ample opportunities for both recognition and practice.

The communicative approach exposes the students to a range of structures used in English helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles

- 1 Instructor: You introduce new language give instructions to students and decide what language and activities need to be practiced
- 2 Manager You organize the classroom in order to fulfill the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).
- Advisor When students are working in pairs or groups you move from group to group to monitor progress help individual students with unknown words or difficulties in understanding the activity or correcting mistakes
- 4 Personal tutor You need to identify individual student's areas of difficulty and find ways of helping them

Preparation for teaching

Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson making or collecting any additional resources required so that you are fully equipped and ready to teach the lesson. You will also need to prepare distening activities involving the CD in advance.

Teaching reading and writing skills

This course was carefully designed to support both preliteracy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they

develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities songs stories and simple dialogs.

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The development of age appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns tracing or matching lines between objects are provided which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They

should hold the pencil between their thumb and forefinger with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly. Ensure students don't grip the pencil too tightly.

Use the Sky Writing procedure as in the pictures on the right. The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder. The teacher writes on the lines and says the steps out loud. Then students trace the letter in the air saying the steps out loud with the teacher. Repeat each Jetter For example, to write the letter he say Start at the Sky Line, go straight down to the Grass Line, go up and around to the Plane Line and around down to the Grass Line. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.





Students are shown how to write each of the letters they are taught. The teacher should demonstrate the letter formation in the air first with his/her back to the class making the starting point and direction of writing clear. Students copy the letter formation in the air and say the sound at the same time. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book first with a finger, and then with a pencil, and then they copy the letters while the teacher encourages them to take care while following the directional arrows on the page.

Encourage children to understand now writing drawing painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the wails

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students, ability to discriminate between similar sounds and so develops their distinguished shifts. In addition, learning language through phonics has been shown to develop students, spelling, and consequently their writing skills too.

Connect Primary I introduces students to the basic sounds of the language through a phonic approach. The students are presented with the main phonemes of the English language in conunction with their main related letters. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice the formation of the letters through carefully graded activities.

For Primary 1 the course concentrates on the presentation of the 16 letters of the English alphabet on the formation of these letters and on their most usual presentation. The pronunciation is always taught with known words or words relevant to the unit topic. In later units, students are given the opportunity to combine the letters they have learned and to read simple, high frequency consonant vowel consonant (cvc) words.

Each letter sound is presented using similar procedures. Teachers show a picture liter or action to elicit the word eight be kick their leg to elicit the word kick. Then they draw the letter on the board and point and say the letter sound eight, and encourage students to repeat. They kick again and elicit kick. Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word eight kick.

Capital letters are presented along with lower case letters. Students are introduced to a word that starts with a capital letter a name). Students are taught that all names begin with capital letters because they are special kinds of words.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and content, which focuses on areas such as Math and Science as well as Social Studies and Art. The material included is engaging age appropriate and opens the door to new areas of learning around a topic.

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Teaching life skills

Children at early primary age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions.

- Learn to live together skills for active citizenship respect for diversity empathy sharing and accountability. In Connect Primary 1 skills introduced for this dimension include sharing (working together) and respect of diversity.
- Learn to be skills for personal empowerment self management resilience and communication. In Connect Primary 1 skills introduced for this dimension include building communication skills and self-confidence effective listening and assessing progress.
- Learn to do skills for employability collaboration negotiation decision making and creativity. In Connect Primary 1 skills introduced for this dimension include respecting others, behavior for working in groups and exchanging information.
- Learn to know skins for learning creativity critical thinking and problem solving. In Connect Primary 1 skins introduced for this dimension include problem solving skins and creativity in project and presentation tasks. Stories, activities, and songs promote and develop critical thinking and problem solving skins in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by the four learning dimensions in early years education. While learning English specific attention should be dedicated to the development of a child sability to recall information ask questions make decisions solve problems evaluate and organize information in addition to creating their own work. Within the materials as whole the students actively contribute to their own cognitive development, which helps to create confident and smart early thinkers.

Teaching values

Values education is the teaching of values such as tolerance, honesty, sharing and independence. These values help to create good citizens, and are a very important development step for children of this age.

Students are introduced to simple values topics set in a classroom context. They are shown common situations in school life in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity perseverance cooperation, politeness, respect tolerance and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are

- Non discrimination issues
- Cit.zenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy infestyle in Unit? Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.



Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It is a process that can boost language learning it is inclusive fun and creates a sense of community in the classroom TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as stand up sit down clap your hands and open your books are some of the common instructions which could be used. TPR is also used to react to the content of songs in mining activities and glessing games.

Projects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom. The projects are used as a tool to integrate life skills values and issues. In addition to concepts from other diciplines with language. They are also a tool for assessing the students' progress in these areas.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear step by step demonstration is required from the teacher who should monitor carefully helping those in need before progressing to the next stage. Craft can also be a springboard for speaking activities classroom displays role plays songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits including consolidating motor skills, developing cooperative skills practicing vocabulary and sounds and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

An the games are explained in the Games Bank at the end of the book. The games practice motor skills, vocabiliary and letter sounds in an enjoyable and active way. There are a variety of whole class group and pairwork games that can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive active learners. For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits have reading corners role play and construction areas in order to promote pre-reading skills and learning through playing and creativity. Young children are often egocentric and tend to have very short attention spans which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly fair and firm

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be a great comfort to children who are reluctant to leave their family and can be used to greet and caim them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing so ensure that all activities are meaning focused and appropriate to their stage of development.

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Ongoing assessment

It is most important for you to be aware of your students progress throughout the year in order to engage the more able students and keep them interested and to encourage and give extra practice to any student who may be having difficulties

The Practice game suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson so the students performance in these activities can serve as an indicator of their progress. Similarly, the Now I can say box at the end of the revision units can also be used as a too, for ongoing assessment at the end of each batch of units.

Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or problems on this in the next lesson. Individual difficulties can be dealt with by talking to the student or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors to build confidence and show that we can learn through making mistakes.

Also be aware that students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should all be encouraged and praised for their efforts in every skill. Integrate your students into mixed ability groups so that they can help each other to learn and encourage them to do this. For example, if some students finish drawing and writing tasks quickly, they can be encouraged to help others to complete their work.

Classroom Management

Working in whole class, pairs and groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established children begin to understand what is expected of them and now they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom.

Hello time

Greet the children in a friendly way Sing or play a Hello song Take the register

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side or for slightly larger groups of 3.4 with everyone's shoulders "touching" (this promotes the ability to speak softly in sort of a huddle)

Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long form questions. This strategy allows students to discuss ideas reflect on learning and check each other sanswers.

Lean and Whisper

Students lean one shoulder in toward one neighbor to answer a question that has a 10 word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.



Playing time

This could be a free play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom, the reading corner for example. Observe how they play and interact with their classmates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books and crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Practice game and closing

The Practice game at the end of each lesson is designed to review and consolidate the language that students have learned. It is an important part of the closing of the lesson. There is a brief closing statement from the teacher in each lesson too. This allows the teacher to summarize what has been learned and tell students what they can look forward to in the next lesson.

Goodbye time

Use this opportunity for the children to say goodbye to you in a calm relaxing manner

Classroom language

Classroom language needs to be simple meaningful and repetitive Children learn quickly but forget easily. Use language that children can associate with a certain routine or activity which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines.

Come here, everyone!

Let's sit down!

Let's be quiet!

It's time for a story!

Stand up, please

Go to your table

Open your books

Close your books

Tidy up , please

Stand in a line

I nope you enjoy using this innovative new course which has been lovingly written and designed to create a memorable and purposeful language learning experience



page 2

Objectives: To we come the students to their new English class

To introduce students to their course books and the course characters

To identify the front/back cover To identify the title page of the book To greet your teacher and friends

To introduce yourself and ask others their names

Life skills: Communication Self expression I'm

Vocabulary: hello, goodbye, name, Busy Bee, Miss Mona, Hany, Hana, Amira, Youssef

Language: What's your name?

I'm (name).

Materials: Student's Book pages 2 and 3

Audio files

Coloring pencils or crayons
Paper for the Fast finishers activity

A soft ball for each group table for the Hello consolidation game

Opener

We.come the chi.dren with a smile. Make sure they know where to sit

Presentation

- 1 Sm.,e at the students and we come them to the class by saying Hello
- ? Encourage them to respond Hello. Do thus several times
- 3 Now say Hello to different students and encourage the response Hello
- 4 Do not worry about pronunciation too much now it is important that students are happy and relaxed enough to attempt to repeat the word
- 5 Wave and say Hello to the class
- 6 Say Hello! I'm Miss/Mr (name), He.p the students reply Hello! Miss/Mr (name).
- 7 Say Hello! I'm Miss/Mr. (name) to individual students. Help students reply
- 8 Put students into groups repeating this dialog. Go around the classroom to make sure the groups are doing well. Put students into new groups until most students know each other.

1 in image [CD 1.2] Look, listen, and repeat

- 1 Hold up your book Say Where's the front cover? He.p students identify the front cover Say Where's the back cover? Help students identify the back cover. Show the students the title page inside the book too.
- Say Open your books and demonstrate the meaning by holding your copy up open at pages
 3.3 Repeat until all students have their books open at the right page. Make sure all the students can see when you use your book with the class. Walk around the room if necessary.



- 3 Point to Miss Mona Say Miss Mona and encourage the students to repeat Repeat this for Hany, Hana, Youssef, Amira, and Busy Bee
- 4 Point to a character and ask Who is this? Busy Bee? Miss Mona? Hana? Students say each name
- 5 Change the order and point to the characters asking Who is this? Use calling sticks to choose students to answer
- 6 Cup your hand behind your ear and say Listen Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak.
- 7 Play the CD again sentence by sentence Ask the students to repeat the words and point to the character who is speaking each time. Ask the students to point to the character and hold up their books to show you.

Miss Mona, Hello, I'm Miss Mona. Hany Hello, I'm Hany Youssef: I'm Youssef

Hana I'm Hana. What's your name?

Amira: I'm Amira.



- 8 Introduce yourself by saying Hello, I'm Miss/Mr (name). Repeat several times and point to yourself
- 9 Speak directly to individual students and encourage a full greeting and introduction in response

Example

Teacher Hello, I'm Miss/Mr (name)

St.dent Hello, I'm (name)

Repeat the dialog with each student Again building confidence and a willingness to speak is more important than the students' pronunciation at this stage

- 10 Ask pairs of volunteers to perform the dialog. Praise all their efforts
- 11 Model the question What's your name? for the class to repeat several times
- 12 Ask What's your name? for students to answer I'm (name,
- 13 Put students into pairs to practice the dialog

Example

Student A What's your name?

Student B I'm (name)

Student A Hello, (name,

Go around the classroom checking pronunciation and helping as necessary

14 Say Listen Play the CD again and gesture to the students to follow in their books



page 3

1 * [CD 1.3] Listen, point, and say

1 Help students to find page 3

THE BUT A P.

- 7 Point to the first picture Wave and say Hello Encourage students to wave and say Hello
- Point to the second picture. Pretend to walk away wave and say Goodbye. Encourage students to wave and say Goodbye.
- 4 Cup your hand behind your ear and say Listen. Play the CD and point to each picture
- 5 Play the CD again word by word and ask students to point and repeat each time

Narrator hello goodbye I'm Hany. I'm Hana. I'm Youssef I'm Amura.

2 Look and say

- 1 Hold up your book and point to Exercise?
- ? Point to the picture on the right and say What is it? Explain that the boys are meeting so they are saying hello
- 3 With your hands motion to students to stand up and say Stand up Repeat this until a., the students are standing
- 4 Say Hello What's your name? to the first student He/She answers Hello I'm (name, Shake hands
- 5 Encourage Student 1 to ask the same question to Student 2 and to shake hands with him/ her Student 2 answers and then asks Student 3 and so on giving as many students as possible a turn

3 mm [CD 1.4 and 1.5] Sing

- 1 Play the song For each verse students point to the correct character on page ?
- 2 Play the song again and encourage students to join in as much as they can
- 3 When students are able to play the version of the song without words. Students sing as much as they can

Everyone. Hello, hello! Hany: Hello, I'm Hany! Everyone. Hello, Hany!



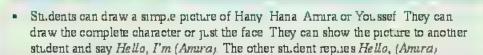


Everyone. Hello, hello, hello! Hana. Hello, I'm Hana! Everyone. Hello, Hana!

Everyone. Hello, hello, hello!
Miss Mona Hello, I'm Miss Mona!
Everyone, Hello, Miss Mona!

4 Play the song from Exercise 3 one more time and encourage the boys in the class to sing with Hany and the girls to sing with Hana You should sing the teacher's part

Faut Crotleres



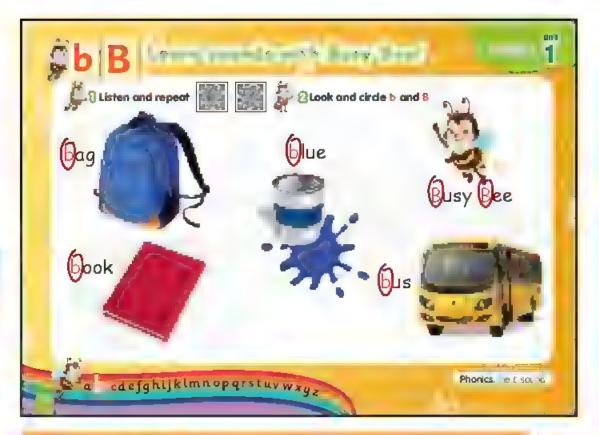
Practice game

Play Hello (Games Bank page 95)

- 1 Ask the children to sit in a circle. If they sit at group tables, they can play around the table. Use one group to demonstrate the game.
- 2 Say a child's name and rol, the ball to that child
- 3 The child stops the ball and says Hello, I'm (name)
- 4 Say Hello, (name , and encourage the class to join in
- 5 The child then rolls the ball to another child and the game continues in this way until all the children finish

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the approximated days
- Point to the characters on page ? Ask What's his name? What's her name? for each person and elicit the names
- Say Next we will learn about the /b/ sound
- Say Goodbye! and encourage students to wave and say Goodbye! to you



TENSOR S

page 4

Objectives: To recognize and produce the letter sound .b/

To find words with the lbl sound To trace and copy the letters b and B

Vocabulary: bag, book, bee, blue, bus

Materials: Student's Book pages 4 and 5

Audio files

Optional Paper for the Fast finishers activity

A soft ball for each group table for the Hello consolidation game

Opener

- Wave and say Hello to the class
- Greet and introduce yourself to various students using Hello, I'm (name) and encourage
 them to respond in the same way
- Ask different students What's your name? to encourage I'm (name).





Put students into groups sitting in circles. Give each group a soft ball and play the Hello!
game again (Games Bank page 95)

Presentation

- 1 Hold up a bag and ask What's thus? Say bag, bag, bag Ask students to repeat
- 2. Write the letter b on the board
- 3 Point at the letter and say !b! Students repeat the sound !b! with you
- 4 Hold up the bag again and elicit bag
- 5 Write the word bag on the board and circle the b
- 6 Point to the letter on the board hold up the bag and say Ibl 1bl bag

1 1 isten and repeat

- 1 Hold up the Student's Book Show students the front page back page how you open the book from left to right and the title of the activity. Help them find page 4
- ? Point to the picture of the bag and ask What's this? Students say the word bag
- 3 Then point to the letter b on the page and say the sound /b/ Students repeat after you. Practice this several times in groups
- 4 Repeat steps 2 and 3 with a book
- 5 Say Listen and play the CD encouraging students to repeat the word and sound



Qc.	
bag, /b/	book, /b
bag	book
/b/	/bi

2 Look and circle b and B

- I Look at the pictures with the class and say What can you see? It may be difficult for students to produce these words in English. If no student is able to produce the word say it and encourage students to repeat (bag, book, blue, Busy Bee, bus). Say the words together with the class.
- 2 Point to the bag. Say the word bag. Say the bag. Point to the b and show students how to draw a circle around it.
- 3 Point to the blue paint. Say the word blue. Say /b/ blue. Ask students to draw a circle around b. Ask them to hold up their books to show you their answers.
- 4 For large classes put students in pairs or groups at this point and ask them to continue in the same way. Go around the classroom and help as necessary
- 5 Point to Busy Bee Say the word Busy Bee Say Ibt Busy Bee Ask students to draw a circle around B Ask them to hold up their books to show you their answers
- 6 Explain that Busy Bee is a name and so it starts with a capital letter Write Busy Bee on the board. Select a confident student and ask him/her to circle the capital B's. Ask students to think about why it is a capital B. Encourage students to reply that it is a name. Praise all correct answers.
- If your class needs more help follow steps 8 9
- 8 Point to the book. Say the word book. Say the book Ask students to draw a circle around b. Ask them to hold up their books to show you their answers.
- 9 Finally point to the bus and say *lbi bus* together with the class. Ask students to draw a circle around *b*. Ask them to hold up their books to show you their answers

Extra practice

☐ Point to each picture and ask the class to say the sound /b/ and the word

page 5

1 Look, trace, and say

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- ? Model the letter formation for the letter b Say the sound IbI With your back to the class, write a large letter b in the air with a finger. Make the starting point (the large dot) and direction of writing clear. Say Start at the Sky Line, go straight down to the Grass Line, go up and around to the Plane Line and around and down to the Grass Line.

Unif

- Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Mode, the correct way to write the letter on the board
- 5 Repeat the procedure for the capital letter B
- 6 Help students to find page 5
- 7 Make sure students are sitting in a comfortable position for writing. They should sit straight apright facing their desk with their feet flat on the floor in front of them
- 8 Ask students to trace over the dotted letter bin their book with a finger first
- 9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move alightly. Make sure that they don't hold the pencil too tightly.
- 10 Ask them to trace the large letter with a pencil making sure that they follow the direction of the arrows
- 11 Read the five words to the students. Ask them to trace the letter b for each word



Design Local Contract

- Students can make a blB poster to be displayed on the wall. They write and decorate a large b and B on the page and draw a picture to match the initial letter sound (bag, book, bee, blue, bus). If they know any other simple words that start with b e g ball, they can draw them. If students do not have time to complete this task in class they can do it at nome and bring it to the next lesson.
- If you have space you could create a display board for phonics posters and add words to it throughout the course

Practice game

Play Circle it (Games Bank page 94)

- Divide the board in half. On one side draw a simple shape or write a letter on the other side write the letter b. Ask for a student to come to the board and point to the letter b. Say Point to b.
- Rub both out. Draw a new shape or letter and the letter b and ask another student to point the letter b. This time draw a big circle around the correct answer. Encourage students to draw the circle themselves in the following rounds.

Closing

- Eacht from students what they have learned so far and set them up for what they wanted continue learning in the upcoming days
- Draw the letters b and B on the board Point to them and encit the sound
- Say 'bi 'bi bee 'bi 'bi 7 Encourage students to say other words they know which start with the 'bi sound
- Say Next we will learn about classroom rules
- Say Goodbye! and encourage students to wave and say Goodbye! to you



STREET, SALES

page 6

Objectives: To reinforce the importance of making friends

To .isten to and fo..ow instructions

To listen to and sing a song about making friends

Life skills: Se.f management, respect for diversity

Values: Love of friends

Language: Open your book, close your book, open your bag, close your bag

Materials Student's Book pages 6 and 7

Audio flesy
Online song video

Coloring pencils or crayons

Opener

Play Hello! (Games Bank page 95) to revise greetings.



1 🋊 🛊 [CD 1.7] Listen, point, and say

- 1 Hold up a book Say What is it? and elicit the word book. Hold up a bag. Say What is it? and elicit the word bag. Repeat several times with both objects, getting gradually faster.
- ? He.p the students to find page 6
- Point to the first picture (top left) Ask the students what they are doing and elicit the action (opening their books) Point to the picture and say Open your book Ask the students to repeat
- 4 Repeat for the other pictures
- 5 Say Listen and point
- 6 Play the CD Stop after each sentence and ask the students to show you which picture they are pointing at Go around the classroom and check the answers
- 7 Say Listen, point and say Play the CD sentence by sentence and encourage students to point at the pictures and repeat the sentences





Open your bag Close your bag

2 * [CD 1.8] Listen and do

- 1 Explain that students are going to hear some instructions and they must listen carefully and follow them using their own books and bags. Cup your hand to your ear and say Listen.
- ? Play the CD to the class and stop and check to make sure al. students are following the instruction correctly
- 3 Continue with the rest of the dialog pausing after each instruction for students to follow

Open your book.
Open your bag
Close your book.
Close your bag
Open your bag
Open your book.
Close your book.
Close your bag

page 7

1 Look and say

1 He.p students to find page 7

AWARDS IN

- 2 Look at the pictures with the class Ask them to say what they can see (boys shaking hands) (chi.dren playing) (chi.dren holding hands) Accept all reasonable answers including simple words. Then say the full answers.
- 3 All the pictures show friends Ask students what friends do (they are kind they smile they nelp each other etc.) Accept all correct answers. Say Well done!
- 4 Ask students when do we say hello (when we meet friends) and when do we say goodbye (when we part from finends)

2 * (CD 1.9 and 1.10) Sing and do

- 1 Play the song For each verse students wave when they hear hello and goodbye in the song
- ? Play the song again and encourage students to join in as much as they can
- 3 When students are able to play the version of the song without words. Students sing as much as they can.

Unif

Open your bag, open your book Say Hella, Hello! Hello, Hello, Hello! It's time to say Hello!

Close your bag, close your book Say Goodbye, Goodbye! Goodbye, Goodbye, Goodbye! It's time to say Goodbye!



Digital link. A video of this song can be accessed by scanning this QR code

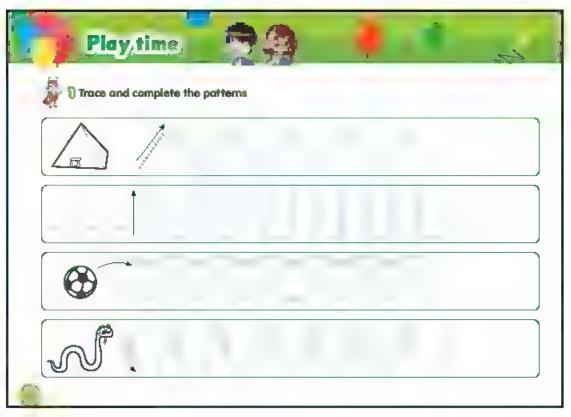
3 Look and draw

- 1. Hold up your book. Make sure every student has some coloring pencils or crayons.
- ? Point to the vocabulary Ask What are they? to encit the words Ask students if they know these words. If they know them they should draw a smile and color the face.
- 3 Draw the letter b on the board. Point to the photo of the bus. Ask What is it? to elicit bus. Can the students think of any more words that start with b?
- 4 With your back to the class write a large letter bin the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so.
- 5 Repeat the procedure for the capital letter B
- 6 Ask your students to draw a smile onto the face next to the *Phonics* and color it if they know them
- 7 Point to the Life skills photos. Ask What are they doing? Discuss how we make friends Ask students to draw a smile onto the face next to the photos and co.or it

Practice game

Play Mingle (Games Bank page 95) to revise greetings

- 1 Ask students to stand up and walk around the room
- ? When you clap they stop and find a partner Then the students complete a mini dialog with their partner Hello, what's your name? I'm (name)
- 3 When you cap again students walk around the room again until you signal that they should stop and complete the dialog again with a new partner
- 4 To prepare for this game practice having the children walk around the room and have them stop still and be quiet each time you clap your hands. If your classroom is small you can divide your class into two groups and make the groups take turns to do the activity.



Closing

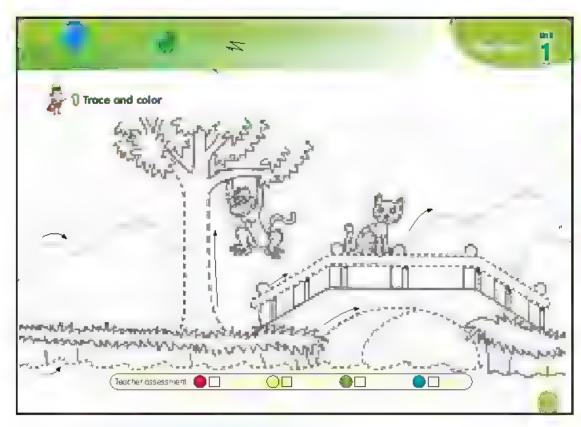
- Remand students about what they have learned so far and set them up for what they want continue learning in the upcoming days
- Say We can say listen and follow classroom instructions. Practice some classroom
 instructions by saying Open your book. Open your bag. Close your book. Close your bag.
 Encourage the students to listen and follow the instructions. Say Well done!
- Say Thank you! to students for being active. Ask students to say Thank you! to their shoulder partners for being he.pful
- Say Next we will learn about our body parts
- Say Goodbye! and encourage students to wave and say Goodbye! to you

PLAY TIME



Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast finishers.





1 Trace and complete the patterns

- 1 Ask students to look carefully at the shapes and to trace them with a finger
- 2. When they are confident ask them to trace over the lines carefully with a pencil. Make sure they work from left to right
- 3 Ask them to complete the patterns on their own







 Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Trace and color

1 Ask students to trace the dotted lines and then to color the picture carefully

Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- A.so give students a tick in their books alongside the face that best represents their overal, progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 2

CESSON

page 10

Objectives: To identify parts of the body

To give and follow instructions

Life skills: Communication and self expression

Vocabulary: ear, eye, hand, mouth, nose

Language: Touch your (nose),

Materials: Student's Book pages 10 and 11

A..d.o files

Paper scissors and coloring pencils

Opener

 Review the actions learned in Unit 1 by playing the song from page 7 of the Student's Book singing the song and doing the actions again with the class

Presentation

- 1. Teach me Point to yourself and say me Repeat the word several times, pointing to yourself and encourage students to gesture to themselves and repeat the word after you
- ? Teach the parts of the body in the same way ear, eye, hand, mouth and no se
- 3 Check understanding by saying each body part and asking students to repeat the word and point to it on their own body
- 4 Then point to each body part in turn on a do.l or class mascot and let students say the words. Say What's this? Vary the order you point to the parts of the body. Mode, the response for students. This is my (nose)
- 5 Put students into groups and give each group paper and scissors. Ask them to draw the body parts on the paper and to cut them out. Go around the classroom as they work and ask. What is it? to elicit the names of the body parts.
- 6 When the groups have their body parts and finish tidying their tables, ask them to put the body parts on the table in the middle of the group. Say a body part and ask students to touch that body part on the table and repeat the word. Continue until all the body parts are practiced several times.

1 🌲 [CD 1.11] Look, listen, and repeat

- 1 Hold up your Student's Book open at pages 10 11 and say Open your books
- Ask the students to look at the pictures and name any characters they recognize (Youssef Hany and two friends) Point to Youssef and Hany Say their names and ask students to repeat



- 3 Ask students if they know the English words for any items they can see in the picture. Tell them to point and say the English word. Accept all correct answers.
- 4 Cup your hand behind your ear and say Listen
- 5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the nose when it is mentioned.
- 6 Play the CD again sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time and the nose when it is mentioned

Youssef: Listen, Hany! Touch your nose

Hany: This is my nose.

Boy 1: Well done, Hany.



Extra practice

- ☐ Ask students to find Busy Bee in the picture. Ask what she is doing (touching her nose)
- ☐ Practice the new instructions Touch your (nose, with the whole class, and then with individual students. Begin slowly at first and make sure all the students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. Have fun.

page 11

1 mm [CD1.12] Look, listen, and say

- 1 Hold up your Student's Book and point to Exercise 1 on page 11
- ? Say eye Stop and make sure students are pointing to the picture of an eye
- 3 Say Listen Play the CD and demonstrate pointing to each body part as it is named
- 4 Play the CD again, word by word and ask students to point and repeat



hand

Extra practice

- ☐ Play Teacher says (Games Bank page 96) with these body parts to practice giving and following instructions
- ☐ When students are confident, let them work in pairs or in groups to give and carry out the instructions
- ☐ Monitor students as they work and encourage and help them as needed

2 Draw your face

- 1 Ask students to draw their own face in the space in the Student's Book
- As students work go around the room and ask individual students about their faces. What's this? Is this your nose?
- 3 When all students finish drawing say Listen and point
- 4 Give instructions to the class *Touch your (eyes), touch your (ears)*, etc. Students should listen and touch the body parts in their pictures.
- 5 When students are confident, ask them to work in pairs to give instructions to each other to follow
- 6 Monitor students as they work encouraging and helping as needed

- I Play the song Encourage students to do the actions
- ? Play the song again and encourage them to do the actions and sing as much as they can
- 3 When students are confident and can sing well play the version of the song without words. Students sing as much as they can

Stand up, sit down, turn around Clap your hands and sing Touch your nose, touch your ears We are happy!

Stand up, sit down, turn around Clap your hands and sing Touch your eyes, touch your mouth. We are happy!

Unit 2

Practice game

- 1 Practice the names of the body parts with the class. Draw a simple stick man on the board with eyes nose mouth ears and hands
- Tell the class that when you point to a body part, they must name it. Begin slowly then get faster.
- 3 When the class is confident ask individuals to name the body parts in the same way

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the up coming days
- Say We sang a song What did we learn about? Point to different parts of your body and encourage students to name them
- Say Next we will learn about the sounds /h/ and in/
- If students are leaving the classroom at the end of the lesson you can stand near the door and set an extra mini challenge as they leave. Say Touch your (body part) and encourage students to follow the instructions. Students can work individually in pairs or in small groups to do this. Each student only needs to do one action before they leave.

page 12

Objectives: To recognize and produce the letter sounds /h/ and /n.

To find words with the lhl and lnl sounds To trace and copy the letters h, n, H and N

Vocabulary: hand, hat, hair, nose, nuts, neck

Materials: Stadent's Book pages 12 and 13

Class CD

Paper for the Fast finishers activity

Opener

- Play Teacher says (Games Bank page 96) with the body parts from Lesson 1 Say Teacher says Touch your (ears; Students should listen and follow the instructions. If you give an instruction without saying Teacher says students should do nothing.
- After a few rounds put students into groups and make one child in each group the 'teacher'
 to continue the game. After a few turns, you can give the teacher role to a different student.
 Go around the classroom and help as necessary.

Presentation

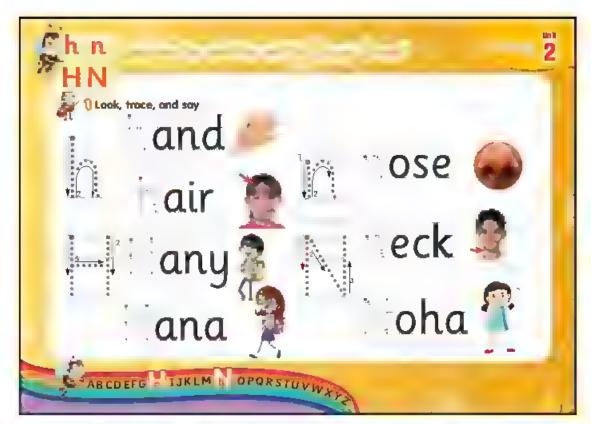
- Hold .p your hand and ask What's this? Eacit hand.
- Write the letters h/H on the board



- 3 Point at the letter and say /h/ Stildents repeat the sound /h/ with you
- 4 Hold up your hand again and elicit hand
- Write the word hand on the board and circle the h Point to the letter and then your hand quickly saying hi hand. Ask the students to repeat
- Repeat the procedure with the letter H and the words Hany and Hana Explain that Hana is a name and so it starts with a capital letter. Write Hana on the board. Select a confident student and ask him/her to circle the capital. H's Ask students to think about why it is a capital. H. Encourage students to reply that it is a name. Praise all correct answers.
- 7 Point to your nose and ask What's this? Eacit nose
- 8 Write the letters n/N on the board
- 9 Point at the letter and say /n/ Stildents repeat the sound /h/ with you
- 10 Point to your nose again and elicit nose
- 11 Write the word nose on the board and circle the n. Point to the letter and your nose saying in nose. Ask the students to repeat
- 1? Repeat the procedure with the letter N and the word Noha

1 * Tepeat [CD1.15] Listen and repeat

- 1 He.p students to find page 12
- ? Hold up your hand and ask What's this? Students say the word hand



- Then point to the letter h on the page and say the sound h/ Students repeat after you Practice this several times
- 4 Say Listen and play the first part of the CD encouraging students to repeat the word and sound
- 5 Play the second part and demonstrate that students should make the target sound after the word
- 6 Play the third part of the dialog and demonstrate that the students should say the model word after the target sound
- 7 Play the dialog several times so stildents can mirror and practice the correct pronunciation
- 8 Repeat steps 2.7 for nose and /n/

hand, h
hand
hand
nose, /n/
nose
/n/

Unit 2

2 Look and circle h and n, or H and N

- 1 Look at the pictures with the class and identify the item and actions in the pictures. What's this? (hand, hair, Hana, Hany, nose, neck, Noha). Say the words together with the class.
- Point to the hand. Say the word hand. Say the hand. Point to the hand show the students how to draw a circle around it. Repeat for H. Hany and Hana.
- 3 Point to the nose Say the word nose Say Int nose Ask students to draw a circle around n Repeat for N and Noha
- 4 Repeat the procedure for the other words on the page

Extra practice

Point to each picture and ask the class to say the correct sound and word

(HOLESON) TO

page 13

1 Look, trace, and say

- I With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- ? Mode, the letter formation for the letter h Say the sound thi With your back to the class, write a large letter hin the air with a finger. Make the starting point and direction of writing clear. Say Start at the Sky Line, go straight down to the Grass Line, go up and around to the Plane Line and around and down to the Grass Line. Repeat for the capital letter H.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Then demonstrate with one student how to write the letter on another person's back and then ask students to do this in pairs
- 5 Mode, the correct way to write the letter on the board
- 6 He.p students to find page 13
- 7 A. ways make sure students are atting in a comfortable position for writing. They should at straight upright facing their desk with their feet flat on the floor in front of them.
- 8 Ask students to trace over the dotted letter h in their books with a finger first
- 9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 10 Ask them to trace the large letter with a pencil making sure that they follow the direction of the arrows
- 11 Read the four words on the left of the page to the students. Ask them to trace the letters h and H for each word
- 12 Repeat steps ? 11 for the letters n and N and the words on the right. For the Sky Writing

Unit 2

Say Start at the Plane Line, go straight down to the Grass Line, go up and around to the Plane Line and around and down to the Grass Line

Post Spatient

- Students can make an h, n, H or N poster to be displayed on the wal. They write and decorate a large h, n, H or N on the page and draw a picture to match the initial letter sound (hand, hair, Hany, Hana, nose, neck, Noha). If they know any other simple words that start with h or n they can draw them. If students do not have time to complete this task in the lesson, they can do it at home and bring it to the next lesson.
- If you have a display board for phonics posters, add the stildents' poster to it.

Practice game

Play a version of Circle it (Games Bank page 94)

- 1 Write some simple known words on the board. Make sure that one of the words begins with h. For example nose, apple, hand.
- Use calling sticks to choose a student to come to the board and circle the word starting with h
- 3 Write some new words and choose another student to circle a word beginning with n

Closing

- Remand students about what they have learned so far and set them up for what they was
 continue learning in the upcoming days
- Draw a letter h/H on the board Point to it and elicit the sound
- Say /hi /hi hat /hi /h/, ..? Encourage students to say other words they know which start
 with the /hi sound
- Repeat with the letter N
- Say Next we will learn about washing and being clean
- Say Goodbye! and encourage students to wave and say Goodbye! to you

page 14

Objectives: To recognize the importance of being clean washing yourself and

washing food

To recognize food that is good for us and food that is bad for us

Issues: Preventative health being clean

Vocabulary: clean, face, food, hair, hands, salad, teeth

Materials: Student's Book pages 14 and 15

Coloring pencils or crayons



Opener :

- Stand at the front of the class and touch your hair. Ask students what you're doing.
 Students say Touch your hair! Repeat for the other body parts.
- Practice instructions Touch your (nose) with the whole class and then with individual
 students. Begin slowly at first and make sure all students are carrying out the instructions
 correctly. As students grow in confidence, give the instructions faster and faster and see if
 the class can keep up. Have fun.

Presentation

- 1 Help students to find page 14
- 2 Discuss washing with your class. Do the students wash their hands and face at home? Do they brush their own teeth and hair? Is it important to wash food? Why?
- 3 Hold up your book point to the large photos at the bottom of the page and say Look! Mime the actions of the children in the photos and say Let's wash! Let's brush! Students repeat after you as they mime their actions.
- 4 Ask the students to look carefully at the photos Ask them if the children are using a lot of water or a little water. Can they do any thing to save water? Why is saving water important?
- 5 Point to the small photos with words. Holding up your book point to each picture in term



and say the words face, hair, hand, teeth, salad Encourage your students to copy you

- 6 Say Now find Ask students to look and find face, hair, hand, teeth and salad in the big photos and say the words as they point to each photo. Stop several times and ask the students to no.d up their books to show you so you can check their understanding
- 7 Point to the salad in photo 4 Say What is it? Elicit salad Ask is salad good for us? Not your head and elicit Yes, it is!

1 ## [CD1.16] Listen and point, then say

- Explain that you are going to play the CD. Ask students to listen and point to the correct photo.
- Play the CD sentence by sentence Ask students to repeat the words and point to the child who is speaking each time. Do this several times.

Girl 1. I comb my hair [sfx brushing hair]

Girl 2 I wash my hands [sfx splashing water from a tap]

Girl 3. I wash the salad [sfx splashing water from a tap]

Boy l. I brush my teeth [sfx cleaning teeth]

Boy 2: I wash my face [sfr splashing water from a tap]

Extra practice

☐ Play the CD again and ask the students to mime the action that they hear

LESSON I

page 15

1 Look and draw (C)

- 1 Hold up your book Point to Exercise 1 on page 15
- ? Point to photo 1 Ask What is she doing? Is there any problem in this photo? Is the girl clean?
- 3 Repeat step ? for photos ? 4
- 4 Tell students to draw a happy face if the children in the photo are clean and a sad face if the children in the photo are dirty
- 5 Go around the classroom as students work and help as necessary. Ask students to check their answers with a shoulder partner. Ask them to hold up their books and show you their answers.

2 Say

- 1 Discuss with the class what the children who aren't clean in photos 1 and 4 can do to become clean. Elicit wash but accept all (even simple or imaginary) answers to encourage stillents' creativity.
- ? Hold your book and point to the sentence "I'm clean"
- 3 Ask students to point to the sentence in their books and repeat

Front Envisions



In pairs students turn to their partner smale and say Let's wash! One student mimes
either washing their hands or washing their face and the other student copies. Then
they swap

3 Look and draw

- 1 Hold up your book Point to the vacabulary Ask What are they? to elicit the words Ask students if they know these words. If they know the words they should draw a small on the face next to the words and color it.
- Oraw the letters h, n, H and N on the board. Point to the h in the book. Ask What is it? to elicit hand. Ask students to point to h or n on the board. Which is the correct letter for this word?
- 3 Point to the nose Ask What is it? to el.cit nose Ask students to point to the correct letter on the board
- 4 With your back to the class write a large letter hin the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for n, N and H.
- 5 Ask your students to draw a smale on to the face next to the *Phonics* of they know them and then to color the face
- 6 Point to the Issue's photo. Ask students what the boy is doing. Discuss the importance of washing and keeping clean. Ask your students to draw a smule onto the face next to the photo and then color it.

Practice game

Play Teacher says (Games Bank page 96) to practice parts of the body

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the approximg days
- Ask What did we learn? Mime washing your hands and encourage students to say Wash
 your hands
- Discuss why washing is important
- Say Thank you! to students for being active. Ask students to say Thank you! to their shoulder partners for being he.pfu.



PLAY TIME



Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast finishers.

1 Look, color, and count

- 1 Show the picture to the students and explain that it is a caterpillar. Ask students to color it carefully according to the color of each number
- When they finish they should show their picture to a partner and tell them about it. They can say how many eyes noses, mouths, hands and legs it has
- 3 Ask one or two confident students to show their picture to the class







Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are idea, for fast finishers.

1 Circle the odd one out

- 1 Ask students to look at the pictures in group 1 Say What is it? and prompt the answer for each one (hand, book, ear, nose)
- Say Which is the odd one? Hands? Wave your hands. Book? Ear? Point at your ear. Nose? Point at your nose.
- 3 Praise any students who correctly identify book as the odd one out. Explain that the others are parts of the body



- 4 Ask students to draw a carcle around the book
- 5. Ask students to work in pairs to find the odd one out in each of the other groups.

Teacher assessment

- Collect the students' books. Remember to give each student a color-coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall
 progress in the unit. See the introduction page xvii for more information about the
 color coding.

page 18

Objectives: To identify some classroom objects

To ask questions to establish what things are

Vocabulary: bag, pen, pencil, pencil case, ruler, sharpener

Language: What's this?

It's a

Materials: Student's Book pages 18 and 19

Class CD

Real classroom objects bag pen pencil sharpener ruler pencil case

Opener @

Smalle at the students and we come them to the class by saying Hello. Encourage them to respond with Hello!

 Now say Hello, (name) to several different students to encourage the response Hello, MissiMr (name)!

Presentation

- 1 Look at the items in your classroom with the students. Present the new vocabulary using the classroom items as prompts. Point to a bag and say bag. Students repeat several times chorally and then individually.
- ? Repeat the routine for pen, sharpener, ruler, pencil and pencil case
- Then point to each item in turn and let students say the words. What's this? Vary the order in which you point to the items. Model the response for students It's a (pencil)
- 4 Ask students to work in pairs to ask and answer about one item they select e.g. sharpener. Go around the classroom to make sure the students are doing well and provide help when needed.

1 im [CD 1.17] Look, listen, and repeat

- 1 Hold up your Student's Book open at pages 18 19 and say Open your books
- Ask students to look at the pictures and name any characters they recognize (Miss Mona, Youssef, Amira, Hana)
- 3 Cup your hand behind your ear and say Listen



- 4 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the objects as they are mentioned.
- 5 Play the CD again sentence by sentence Ask students to repeat the words and point to the character who is speaking each time and to the objects as they are mentioned

Girl 1: What's this?
Girl 2: It's a pencil
Amira: What's this?
Hama: It's a pencil case

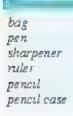


page 19

1 [CD 1.18] Listen and say

A ED S O Aur

- 1 Hold up your Student's Book and point to Exercise 1 on page 19
- ? Point to the bag and ask What's this? to elicit bag. Repeat with the pen
- 3 Cup your hand behind your ear and say Listen Play the CD and demonstrate pointing to each object as it is named
- 4 Play the CD again object by object and ask students to point and repeat





Extra practice

- Play the CD again and tell students to find each object in the picture on page 18. When they find the object, say Yes to show that they are correct
- Ask any confident student to name an object. The other students point to that object on page 18. Repeat several times

2 🗼 ា [CD 1.19] Listen and point

- 1 Hold up a ruler point to it and say ruler Repeat several times and encourage students to repeat the word after you.
- 2 Hold up a pencil case point to it and say pencil case. Repeat several times and encourage the students to repeat the word after you.
- 3 Point to the ruler and model the question What's this? and answer It's a ruler for the class
- 4 Ask the question several times for students to repeat after you
- 5 Say the answer several times for students to repeat after you
- 6 Hold up the ruler and ask the class What's this? to encourage It's a rider Repeat with the pencil case
- 7 Hold up the objects at random and ask the class, groups and individuals to answer
- 8 Encourage students to say What's this?
- 9 Play the CD to hear the first item Stop and check Ask students to point to the correct item (bag) and hold up their books to show you
- 10 Encourage students to say the question and play the next item. Repeat for all of the items.

Boy l It's a bag Girl I It's a book

Boy 2 It's a pencul

Girl 2 It's a pen

Boy 1 It's a pencul case

Girl I It's a sharpener

Boy 2 It's a ruler

Extra practice

☐ Put students into pairs to practice asking and answering the question about their rulers bags books pencils, pens, sharpeners and pencil cases. Go around to monitor Encourage and help as necessary. Praise all their efforts.

Practice game

- 1 Hold up one or two of the objects on your table at random and say It's a. for each one
- ? Choose a confident student to come to the front. Show him/her an object and eheit It's a (pen). Repeat with two or three other students.

- 9 Put students into groups and ask them to put a set of classroom objects on their desks. Telem to take turns to show and say It's a.....
- 4 Go around to monitor encourage and help students as they work Praise all their efforts

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Ask What did we learn today? Hold up some classroom items and encourage students to name them
- Say Next we will learn about the sounds /p/ and /r/
- If students are leaving the classroom at the end of the lesson you can stand near the door and set an extra mini challenge as they leave. Hold up classroom items and encourage students to name them. Students can work individually in pairs or in small groups to do this. Each student only needs to answer one question before they leave.

page 20

Objectives: To recognize and produce the letter sounds 'pl and lrl

To find words with the /p/ and /r/ sounds To trace and copy the letters p, r, P and R

Vocabulary: pen, pencul, ruler, red

Materials: Student's Book pages 20 and 21

Class CD

Real classroom objects a pen a pencil a ruler Modeling clay for the Fast finishers activity

Opener

- Play Guess the picture (Games Bank page 94) with classroom objects. Start to draw one of the objects, e.g. a pencil. Ask What's this?
- Students guess which object it is Encourage them to say It's a
- After a few rounds you could invite a child who has guessed correctly to come to the front
 and draw the next object

Presentation

- 1 Hold up a pen and ask What's this? Elicit pen
- Write the letters pIP on the board
- 3 Point at the letter and say p. Stildents repeat the sound tp. with you
- 4 Hold up the pen again and elicit pen
- Write pen on the board and circle the letter p. Point to the circled letter and then the pen quickly saying tpl pen. Ask students to repeat
- 6 Repeat the procedure with capital p and Peter



- 7 Explain that Peter is a name and so it starts with a capital letter. Write Peter on the board Select a confident student and ask him/her to circle the capital P. Ask students to think about why it is a capital. P. Encourage students to reply that it is a name. Praise all correct answers
- 8 Hold up a ruler and ask What's this? Elicit ruler
- 9 Write the letters r/R on the board
- 10 Point at the letter and say a. Stildents repeat the sound ar with you
- 11 Hold up the ruler again and elicit ruler
- 1? Write ruler on the board and circle the letter r. Point to the circled letter and the ruler saying /r/ ruler. Ask students to repeat
- 13 Repeat the procedure with the capita. R and Rasha.

1 🛊 🗯 [CD 1.20] Listen and repeat

- 1 Help students to find page 20
- 2 Point to the picture of the pen and ask What's this? Students say the word pen
- 3 Then point to the letter p on the page and say the sound /p/ Students repeat after you Practice this several times. Repeat with the sound /p/ and the word Peter.
- 4 Say Listen and play the first part of the CD encouraging students to repeat the word and sound
- 5 Play the second part and demonstrate that students should make the target sound after the word



- 6 Play the third part and demonstrate that students should say the mode, word after the target sound
- 7 Play CD several times so students can mirror and practice the correct pronunciation
- 8 Repeat steps 2.7 for ruler, Rasha and Irt



2 Look and circle p and r, or P and R

- Look at the pictures with the class and identify the items and persons in the pictures.
 What's /Who's this? (pen, pencil, ruler, red, Peter, Rasha) Say the words together with
 the class.
- Point to the pen Say the word pen Say /p/ pen Point to the p and show students how to draw a circle around it Repeat with Peter
- 3 Point to the ruler Say the word ruler Say /r/ ruler Ask students to draw a circle around r Repeat with Rasha



4 Ask students to work in groups to circle the letters in the other words on the page. Go around the classroom to check their work and help as necessary.

Extra practice

Point to each picture and ask students to say the correct sound and word

page 21

1 Look, trace, and say

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- 2 Mode, the letter formation of the letter p Say the sound 'p! With your back to the class write a larger letter p in the air with a finger. Make the starting point and direction of writing clear. Say Start at the Plane Line, go straight down to the Worm Line, go up to the Plane Line and around to the Grass Line.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Model the correct way to write the letter on the board
- 5 Repeat steps 1 4 for the capital letter P and the word Peter
- 6 He.p students to find page?1
- A.ways make sare students are sitting in a comfortable position for writing. They should sit straight apright facing their desk with their feet flat on the floor in front of them.
- 8 Ask students to trace over the dotted letters p and P in their book with a finger first
- 9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 10 Ask them to trace the large letters with a pencil making sure that they follow the direction of the arrows
- 11 Read the three words at the top of the page to students. Ask them to trace the letters p and P for each word and check their answers with a shoulder partner. Go around the classroom and help as necessary.
- 12 Repeat steps? 10 for the letters rand Rand the words at the bottom of the page. For the Sky Writing say Start at the Plane Line, go straight down to the Grass Line, go up and around to the Plane Line.

Feed Emislaum



- Students can make the shapes of the letters p and rout of modeling clay
- You can also ask them to make other known letters as revision

Practice game

Play Circle it (Games Bank page 94)

- 1 Draw some shapes and lines and the letter p on the board
- 2 Ask for a student to come to the board and circle the letter sound tot
- 3 Write some new shapes and the letter r and ask another student to circle the letter sound trt

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Draw a letter p/P on the board. Point to it and elicit the sound.
- Say 'p/ 'p/ pen 'p/ 'p/ ...? Encourage students to say other words they know which start with the 'p/ sound
- Repeat with the letters r and R
- · Say Next we will learn to count to five
- Say Goodbye! and encourage students to wave and say Goodbye! to you

医复杂合物

page 22

Objectives: To count up to five

To recognize and produce the words one, two, three, four, five

To learn numerals 1 to 5
To use plural nouns with s

Vocabulary: one, two, three, four, five, ball

Language: Count the (balls).

Materials: Student's Book pages 22 and 23

Classroom objects (up to five of each)
Paper for the Fast finishers activity

Opener **

- Review the classroom objects learned in Lesson 1 by playing the dialog from Exercise 1 of page 18 again and asking students to hold up their own items or point to each item in the classroom as they hear the words
- Hold up some classroom items and ask What s this?

Presentation

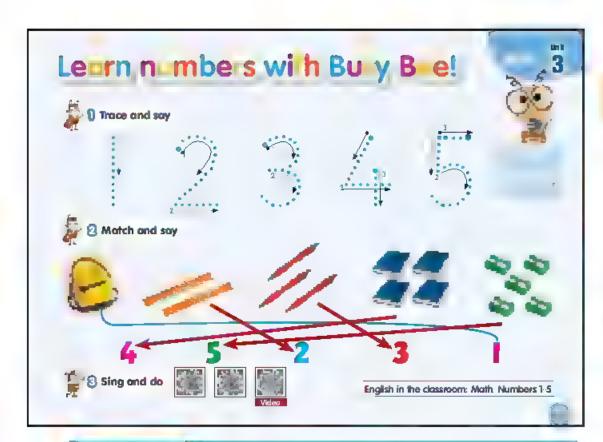
Present the numbers one, two, three, four, five to the class using real items (toys or classroom objects)



- ? Hold up one finger and say one Ask students to repeat Continue with the other numbers
- 3 Repeat the exercise and ask students to whisper the numbers quiety. Then repeat and ask the students to shout the numbers.
- 4 Make five groups of items (one item, two items, three items, four items and five items) Put the groups in different places around the classroom. Say a number. Ask the students to point to the correct group. Repeat with all of the numbers several times.

1 n [CD 1.21] Listen and repeat

- 1 Help students to find page 22 Point at Exercise 1
- Ask students to look at the pictures and name any characters they recognize (Hany, Youssef, Amura, Hana) Say at the names and ask the class to repeat
- 3 Cup your hand behind your ear and say Listen
- 4 Explain that you are going to play the CD Ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak and to the balls as they are mentioned.
- 5 Play the CD again sentence by sentence Ask students to repeat the words and point to the character who is speaking each time and to the bails as they are mentioned. Do this several times.



Count the balls Boy. Hany One

Girl. Two... Hana Thme Four Amira Youssef: Five!

Extra practice

- Delt students into groups of six to role play the characters in Exercise 1. Tell them to take turns to be the different characters and say the different words
- ☐ Go around and mon tor the groups as they work encouraging and helping as necessary Praise a., efforts with Well done!
- ☐ Choose a confident group to perform the dialog for the class



page 23

1 Trace and say

ARRESTS IN

- Hold up your book Point to Exercise 1 on page 23
- 2 Mode, the number formation for the number I With your back to the class, write a large number I in the air with a finger while saying one. Make the starting point and direction of writing clear
- 3 Students copy the number in the air severa, times saying the number as they do this
- 4 Demonstrate with one student how to write the number on another student's back. Ask the students to do this in pairs
- 5 Then mode, the correct number formation on the poard. Ask students to trace over the number in their book with their finger
- 6 Repeat steps 2-5 for the numbers 2-5

Extra practice

☐ Play Copy it (Games Bank page 94) to practice the numbers 1.5

2 Match and say

- 1 Point to Exercise?
- Point to the bag and say Count the bags Elicit One bag
- Ask students to draw a line from the bag to the number I
- Put students into groups to complete the activity with the other objects. Go around the c.a ssroom and he.p as necessary
- 5 Ask students to hold up their books and show you their answers
- 6 Point to the bag Say One bag Point to the rulers Say Two rulers Stress the s sound Point to the pens Say Three pens Stress the s sound
- 7 Ask students What do you notice? Elect that we need s when there is more than one object
- 8 Practice plurals by holding up different numbers of pens pencils, rulers, etc. Dn.1 One pen, Two pens, Three pens



Digital link. A video of counting from 1 to 5 can be accessed by scanning this OR

3 mm [CD 1.22 and 1.23] Sing and do

- I Tell students that they are going to learn and sing a new song
- ? Say Listen and look and play the CD. Hold your book up and point to the numbers as they are mentioned in the song
- Repeat and ask students to point in the sameway
- 4 Play the song again and ask the class to sing the words and do the actions with you
- 5 Play the CD again This time ask the boys to sing and do the actions for verse 1 the girls to sing and do the actions for verse? and the whole class to sing and do the actions for verse?

6 When students are confident play the version of the song without words and try to sing along with them. Enjoy yourselves

One two one two three
Boys stand up and count to three
One.. two , three four ..
Girls stand up and count to four
One... two ,, three ,, four ... five
Boys and girls all count to five

Print Spinishmen



Divide the class into groups and give each group a large piece of paper with the numbers 1.5 written on small pieces of paper crayons or colored pencils and glue. Ask students to work in their groups to color the small papers according to the number and paste them next to each number on the large paper. Go around the classroom checking and providing help.

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the approximated days
- Say We can count to five Count with the class: one, two, three, four, five We sang a song Next we will learn about our birthdays
- If students are leaving the classroom at the end of the lesson you can stand near the door and set an extra min. chanlenge as they leave. Hold up 1.2.3.4 or 5 fingers and encourage students to say the numbers. Students can work individually in pairs or in small groups to do this. Each student only needs to answer one question before they leave.



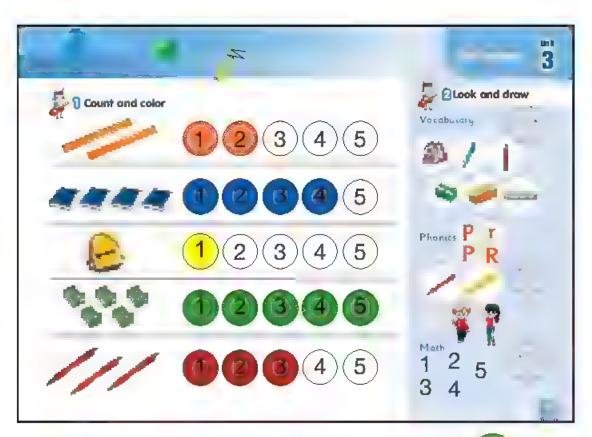




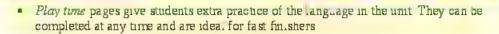
Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast finishers.

1 Match and color

- 1 Remind students of the classroom objects. You can ask them to look at pages 18 and 19 for ne.p if they cannot remember
- Tell students that the pictures on the left show a small part of a classroom object. They should look carefully and match each one with the correct object on the right
- 3 When they finish matching the objects, they can color each complete object







1 Count and color

- 1 Remind students of the numbers 1.5 You can count on your fingers and ask them to look at pages 23 and 23 for help if they cannot remember
- ? Tell students to look at the top section. Point to the rulers and say Count the rulers.
- 3 When students give the correct answer (2) tell them to color the correct number of circles
- 4 Ask them to work in groups and continue in the same way for the other objects



2 Look and draw

- 1 Hold up your book Point to the vocabulary Ask What are they? to elicit the words Ask students if they know these words If they know them, they should draw a smile and color the face.
- Oraw the letters ptP and rtR on the board. Point to the pen in the book. Ask What is it? to exicit pen. Ask students to point to p, P, r or R on the board. Which is the correct letter for this word?
- Point to the ruler Ask What is it? to elicit ruler Ask students to point to the correct letter on the board
- 4 With your back to the class, write a large letter p in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for r, P and R.
- 5. Ask your students to draw a smile and color the face if they know the letters p/P and p/R
- 6 Point to the numbers 1.5 Elicit the numbers. Ask students to draw a smile and color the face if they know the numbers.
- 7 Say Thank you! to students for being active Ask students to say Thank you! to their shoulder partners for being helpful

Teacher assessment

- Collect the students' books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- A.so give students a tick in their books alongside the face that best represents their overal, progress in the unit. See the introduction page xvii for more information about the color coding.



PESSION Y

page 26

Objectives: To ask and answer about people's ages

To ask and an swer about people's names

To count from six to ten

Vocabulary: how old, six, seven, eight, nine, ten

Language: How old are you, (name)?

I'm (seven)

Materials: Student's Book pages 26 and 27

Class CD

Opener

Revise giving and following instructions. Play the song from page 23. Exercise 3 and sing
the action song with the class.

- Write numbers 1 to 5 in a row across the board. Point to each number and encourage the number word from the class.
- Remand students of the counting song from Umt 3 page 23 Say Listen and play the song for the students to listen to
- Play the song again and ask the class to sing the words and do the actions with you
- Play the song again. This time lask half the class to sing and do the actions for verse 1
 the other half to sing and do the actions for verse 2 and the whole class to sing and do the
 actions for verse 3. Have fen.

1 | | | [CD1.24] Look, listen, and repeat

- 1 Hold up your Student's Book open at pages ?6 ?7 and say Open your books
- Ask students to look at the pictures and name any characters they recognize (Amira, Hany, Hana, Youssef).
- 3 Ask students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word.
- 4 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak and the number when it is mentioned.
- 5 Play the CD again sentence by sentence. Ask students to repeat the words and point to the character who is speaking each time. Do this several times. Make sure students follow the mode, on the CD and have the correct question intonation each time.

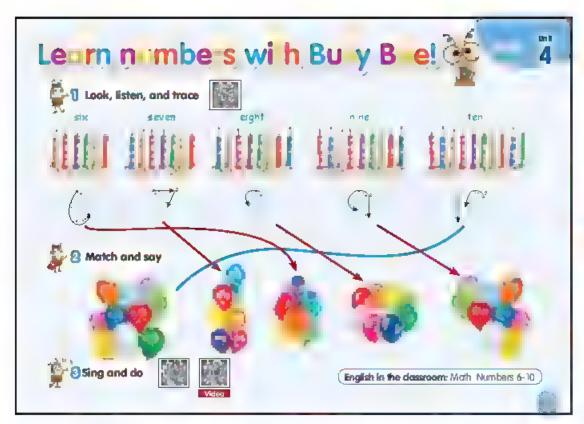


Amira: I'm ten. How old are you, Hany?

Hany I'm six
Boy 1: I'm six, too.
Youssef: I'm seven

Extra practice

- ☐ Use prompts to practice using the new question
- ☐ Write the numbers 1.5 on the board
- ☐ Encourage the question *How old are you?* from the class. Praise any student who is able to produce the question repeat it and encourage the whole class to join in
- Point to number? on the board to encourage the answer I'm two Again praise any student who is able to supply the correct answer repeat it and encourage the rest of the class to join in
- Once the class understands how the practice works, continue in the same way giving the prompts slowly at first to encourage the questions and answers



Example

Teacher [points to 3]

Students How old are you? I'm three

Teacher [points to 5]

Students How old are you? I'm five, and so on

- Practice the language with the whole class, with groups and then with individual students to make sure that every one is confident in using it
- □ As the students grow in confidence give the prompts at an increasingly faster pace.

 Have fun!

ALEGARIA I

page 27

1 (CD 1.25] Look, listen, and trace

- 1 Hold up your Student's Book and point to Exercise 1 on page 27
- Say Listen. Play the CD and demonstrate pointing to each number as it is named (use the numerals on the board for this purpose too)
- 3 Play the CD again number by number and ask students to point and repeat



- 4 Mode, the number formation for the number 6 With your back to the class, write a large number 6 in the air with a finger while saying six. Make the starting point and direction of writing clear.
- 5 Students copy the number in the air several times saying the number as they do this
- 6 Demonstrate with one student how to write the number on another student's back. Ask the students to do this in pairs.
- 7 Then mode, the correct number formation on the board. Ask students to trace over the number in their book with their finger and then their pencil.
- 8 Repeat steps 4 to 7 for the rest of the numbers 7 10

Six one, two, three, four, five, six [pause]

Seven one, two, three, four, five, six, seven, [pause]

Eight. one, two, three, four, five, six, seven, eight [pause]

Nine one, two, three, four, five, six, seven, eight, nine [pause]

Ten: one, two, three, four, five, six, seven, eight, nine, ten. [pause]

Extra practice

Play Copy it (Games Bank page 94) to practice the numbers 1 10

2 Match and say

- 1 Point to Exercise 2
- ? Point to the first picture and say Count the balloons. Elicit Ten balloons
- 3 Ask students to draw a line from the photo to the number 10 Stop and check that all students understood and drew the line correctly
- 4 Repeat steps 3.3 for the other groups of balloons
- 5. Ask students to hold up their books and show you their answers



Digital link A video of counting from 1 to 10 can be accessed by scanning this QR

3 🛊 🛊 [CD 1.26] Sing and do

- 1 Tell students that they are going to learn and sing a new song
- Say Listen and look and play the CD. Hold your book up and point to the number when it is mentioned in the song
- 3 Explain that when the CD pauses at the end of verse? students must say their own age
- 4 Play the song again and ask the class to sing the words with you
- 5 Split the class into two groups. Tell group 1 to sing verse 1, and group 2 to sing verse 2.
- 6 Sing the song two or three times in this way and then swap the groups so that they sing the parts they didn't sing before
- 7 Finally ask the whole class to sing through the song together Enjoy yourselves

How old are you?
How old are you?
How old, How old are you?
I'm six, I'm six, I'm six, I'm six
I'm six. How old are you?
I'm...

Practice game

Begin a counting chain around the class You say one, and then point to the student at one end of the class. He / She says two, the next student says three and so on up to ten. The next student begins again at one until everyone has had a turn.

☐ Repeat severa, times, getting faster each time

Closing

Remind students about what they have learned so far and set them up for what they will
continue learning in the upcoming days

 Say We can count to ten. Count on your fingers with the class one, two, three, fow, five, six, seven, eight, nine, ten

Say We can write the numbers one to ten.
 We can ask and answer about ages. Use calling sticks to choose several students individually. Ask each one How old are you? and encourage them to answer.

Say Next we will learn about the sounds /k/ and /o/

• If students are leaving the classroom at the end of the lesson you can stand near the door and set an extra mini challenge as they leave. Hold up a number of fingers between 1 and 10 and encourage students to say the numbers. Students can work individually in pairs or in small groups to do this. Each student only needs to say one number before they leave. Wave to the class and say Goodoye in the usual way.

A POSSESSION OF

page 28

Objectives: To recognize and produce the letter sounds /k/ and /p/

To find words with the lkl and lpl sounds To trace and copy the letters c, a, C and O

Vocabulary: cake, card, candle, orange, oil, olives, Omnia, Cairo

Materials: Student's Book pages 28 and 29

Class CD

Paper for the Fast finishers activity

Opener

Play Show me (Games Bank page 96) with the numbers 1 10

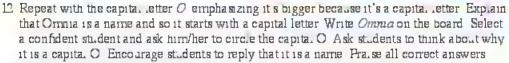


 After a few rounds, you could invite some children one by one to come and take the role of the teacher

Presentation

- 1 Draw a picture of a cake on the board and ask What's this? Elicit cake
- ? Write the letters c/C on the board
- 3 Point at the letter and say /k/ Students repeat the sound /k/ with you
- 4 Point to the picture of the cake again and encit cake
- 5 Write cake on the board and circle the c. Point to the letter and then the cake quickly saying /k/ cake. Ask the students to repeat
- 6 Repeat with the capital letter C emphasizing it's bigger because it's a capital letter about a specific place Caro. Ask one confident student to circle the letter C in his/her book and show it to the class.
- 7 Draw a picture of an orange and ask What's this? Encit orange
- 8 Write the letter o/O on the board
- 9 Point at the letter and say /n/ Students repeat the sound /n/ with you
- 10 Point to the orange again and elicit orange
- 11 Write orange on the board and circle the o Point to the letter and the orange saying /p/orange Ask the students to repeat





13 Ask a student to circle the letter O in Omnia in his/her book and show it to the class

1 ## [CD 1.27] Listen and repeat

- 1 Help students to find page 28
- Point to the cake picture and ask What's this? Students say the word cake
- 3 Then point to the letter c on the page and say the sound /k/ Students repeat after you Practice this severa, times
- 4 Say Listen and play the first part of the CD encouraging students to repeat the word and sound
- 5 Play the second part and demonstrate that students should make the target sound after the word
- 6 Play the third part and demonstrate that students should say the model word after the target sound
- 7 Play the CD several times so students can mirror and practice the correct pronunciation
- 8 Repeat steps 2.7 for orange and /o/



cake, /k/ orange, /o/
cake orange
/k/ /o/

2 Look and circle c and o, or C and O

- I Look at the pictures with the class and identify the item and actions in the pictures. What's this? (cake, card, candle, Cairo, orange, oil, obves, Omnia). Say the words together with the class.
- ? Point to the case Say the word cake Say /k/ cake Point to the c and show students how to draw a circle around it
- 3 If any student is confused by the second /k/ sound in cake you can explain that k has the same sound as c
- 4 Point to the orange Say the word *orange*. Say /p/ orange Ask students to draw a circle around o
- 5 Repeat the procedure for the other words on the page

Extra practice

Point to each picture and ask the class to say the correct sound and word

LESSON 2

page 29

1 Look, trace, and say

- With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different snapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- Mode, the letter formation for the letter c. Say the sound /k/ With your back to the class write a large letter c in the air with a finger. Make the starting point and direction of writing clear. Say Start at the Plane Line, go around and down to the Grass Line.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Then demonstrate with one student how to write the letter on another person's back and then ask students to do this in pairs
- 5 Mode, the correct way to write the letter on the board
- 6 Repeat the procedure with the capital letter C and Caro Emphasize that the letter C is bigger because it's a capital letter about a specific place that is like no other. Cairo
- 7 Help students to find page 29
- 8 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 9 Ask the students to trace over the dotted letter c in their books with a finger first
- 10 Check that students can hold their pencil correctly. Make sure that they don't hold the pencil too tightly.

- 11 Ask them to trace the large letters with a pencil making sure that they follow the direction of the arrows
- 1? Read the four words at the left hand side of the page to the students. Ask them to trace the letters c and capita. C for each word
- 13 Repeat steps? 11 for the letters o and capital O and the words at the right hand side of the page. For the Sky Writing say Start at the Plane Line, go around and down to the Grass Line and around and up to the Plane Line.

Feat Halibers

- Students can make c or e poster to be displayed on the wall. They write and
 decorate a large c/C or e/O on the page and draw a picture to match the initial letter
 sound (cake card candle orange octopus, olives, Cairo).
- . If they know any other simple words that start with c/C or o/O they can draw them
- Discuss the students' words with them and help them avoid confusion with words starting with k
- If you have a display board for phonics posters, add the students' poster to it

Practice game

Play Circle it (Games Bank page 94)

- 1 Draw some letters students know and the letter c on the board
- 2. Ask a student to come to the board and circle the letter sound /k/
- 3 Write some new letters and the letter a and ask another student to circle the letter sound /D/

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Draw a letter c on the board. Point to it and elicit the sound.
- Say /ki, /ki, card. /ki, /ki, ? Encourage students to say other words they know which start with the /k/ so and Check that these are words with the letter c, rather than k and explain that there are two letters with the same sound if necessary but praise all answers with the correct sound
- Repeat with the letter a
- · Say Next we will learn some colors
- Say Goodbye! and encourage students to wave and say Goodbye! to you



page 30

Objectives: To recognize and name six colors

Vocabulary: red, orange, yellow, green, blue, black

Language: One yellow cake Six red candles

Materials: Student's Book pages 30 and 31

Colored objects (pencils crayons paints books, etc.) red orange yellow

green blue black

Coloring pencils or crayons A soft bal, or beanbag

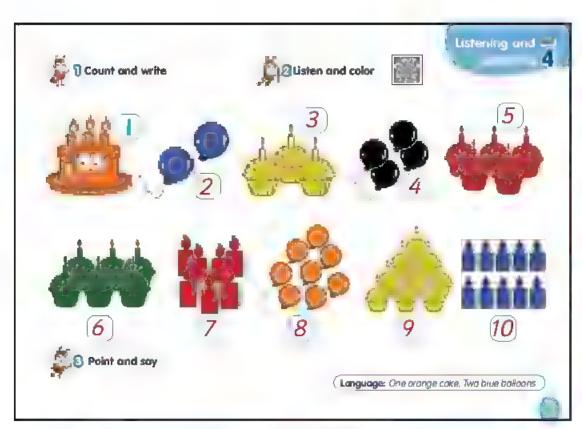
Class CD

Opener

The state of the s

- Play the song from Lesson 1 page ?7 again Encourage the students to sing along
- Ask different students around the room How old are you? and help them to answer in sentences, such as I'm (six).





Presentation

- 1 Use the colored objects to present six colors, red, orange, yellow, green, blue, and black
- Hold up an object of one color say the word and ask the students to repeat Repeat for all the colors several times. Get faster to make it more challenging.
- 3 Say Now find blue. Ask students to look and find blue things in the classroom. Repeat for the other colors. They do not need to be able to name all the objects they point to they are just identifying the different colors at this stage. Encourage students by saying Yes! or Well done! when they name the colors correctly.
- 4 Ask a student to say a color word at random. The others find and point to that co.or. Repeat with several different students.
- 5 Put the students into pairs to do the same activity. Monitor and he.p as necessary

1 ## [CD 1.28] Listen and repeat

- 1 Help students to find page 30 Explain that you are going to play the CD. Ask students to listen and point to the correct picture.
- Play the CD again. Ask students to repeat the words and point to the pictures.



Narrator: red orange, yellow, green, blue, black

2 * Tolor [CD 1.29] Listen and color

- 1 Check that al. students have coloring pencils or crayons
- Explain that you are going to play the CD. Ask students to listen and choose the correct color.
- 3 Play the CD After the first word stop the CD and ask students to hold up the correct pencil or crayon
- 4 Check that they are holding the correct co.or Ask them to co.or the first splash on the .eft
- 5 Repeat steps 3 4 for the rest of the color words

Narrator blue, orange, green, black, yellow, red.

3 Point and say

- 1 Say This is an orange cake
- 2 Say There are eight orange balloons
- 3 Ask students to work in pairs Encourage them to talk about colors and numbers. For example There are seven red candles.

page 31

1 Count and write

- 1 Revise the numbers 1 10 Write numerals *I* to *I0* in a row across the board. Point to each numeral and encourage the number word from the class.
- Hold up your book. Point to Exercise 1 on page 31.
- Point to picture 1 Ask What is it? Encit it's a cake
- 4 Say Count the cakes Elicit One cake Point out that I is written in the box next to the cake as an example
- 5 Point to picture? Ask What are they? Elicit or teach balloons
- 6 Say Count the balloons Encit Two balloons Ask students to write 2 in the box next to the balloons
- 7 Ask students to count and write the numbers in the rest of the boxes. If they have any difficulty remembering how to form the numbers, they can look at page 37.
- 8 Ask students to hold up their books and show you their answers. Say Well done!

2 III [CD 1.30] Listen and color

- 1 Check that al. students have coloring pencils or crayons
- 2. Explain that you are going to play the CD. Ask students to listen choose the correct color and point at the correct picture.



- 3 Play the CD After the first part, stop the CD and ask students to hold up the correct pencil or crayon. Ask them to point at the correct picture on the page.
- 4 Check that they are holding the correct color and pointing to the correct picture. Ask them to color the picture.
- 5 Repeat steps 3 4 for the rest of the pictures

Narrator, One Narrator; Six

Boy 1; One orange cake, Girll. Six green cakes.

Narrator; Two Narrator; Seven

Girl I. Two blue balloons Boyl. Seven red candles.

Narrator: Three Narrator: Eight

Boy L Three yellow cakes. Girll. Eight orange balloons

Narrator, Four Narrator; Nine

Gtrl 1 Four black balloons Boyl Nine yellow cakes.

Narrator, Five Narrator, Ten

Boyl: Five red cakes. Girll Ten blue candles.

3 Point and say

- 1 Hold up your book Point to the first picture Ask What is it?
- 7 E..cit One orange cake
- 3 Point to the second picture. Ask What is it? Elicit Two blue balloons. Point out that we say cakes, balloons, candles when there are more than one
- 4 E. cit Three yellow cakes for the third picture
- 5 Put students into pairs. Ask them to practice pointing to pictures and saying what they are
- 6 Go around the room he.ping as necessary
- 7 Ask one or two confident pairs to show their work to the class

Practice game

Play Color show (Games Bank page 94) to practice colors

1 Roll or throw a soft ball or beanbag to a student and say Show me (yellow/red/blue/green). The student can touch any item in the classroom whether they know the vocabiliary or not as long as it is the correct color.

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the approximated days
- Say What did we learn? Encourage students to point at items in the classroom and tell you
 the colors
- · Say We astened and colored.
- Say Next we will talk about birthdays

For the next lesson

 Ask students to bring in any birthday cards or photos they have from birthday celebrations for the next lesson



LESSON

page 32

Objectives: To make a birthday cake from modeling day

To talk about birthdays
To say how old you are

Life skills: Co..aboration creativity communication and self management

Values: Sharing love and compassion

Vocabulary: red, orange, yellow, green, blue, black

six, seven, eight, nine, ten

Language: This is my cake/card

Materials: Student's Book pages 32 and 33

Class CD

Modeling clay in bright colors Coloring pencils or crayons

A soft ball or bean bag for the Practice game



Opener •

· Play Color spot (Games bank page 94) to revise colors

Presentation

- 1 Talk about birthdays with the class. Ask the children if they celebrate their birthdays. What do they do? Tell the children about your own birthday (you could bring in photos to illustrate).
- Ask the children what they eat when it is their birthday. Do they eat cake? Do they have a birthday party with their family and friends?
- 3 Explain that you are going to have birthday celebrations today

1 Look and do

- 1 Help students to find page 32
- 2 Ask students to look at the pictures Look! A birthday cake What coloris it?
- 3 Say Can you make a birthday cake?
- 4 Ask the students to look at the first photo. Show how the children are working together and sharing the materials. They are making birthday cakes, as in the second photo.



5 Distribute paper pencils glue and modeling clay to each child. Tell them to make the cakes from the modeling day. They can use paper pencils and glue to decorate the cakes if they would like to

2 Look and say

- 1 Put students into pairs. Tell them to show their completed birthday cake to their partner and talk about it for example. It's a cake. It's (blue).
- ? Go around the class to monitor and help as necessary

LESSON

page 33

1 Show and tell

- 1 He.p students to find page 33 Look at the page with the class and exp.a.n that the boy in the photograph is talking about his birthday. He is holding a birthday card that he received
- 2. Say Let's talk about our birthdays
- 3 Ask students to put any cards and photos they brought in on your desk with the birthday cakes they made
- 4 Choose a card photo or cake and invite the student who brought it in to come to the front Ask What is this, (name i?
- 5 Encourage the students to show their card photo or cake and say It's a (cake). Help the students to talk about the colors
- 6 Encourage students to use words and phrases that they know such as I'm (six).

2 Look and draw

- 1 Hold up your book Point to the vocabulary Ask What are they? to excit the numbers
- ? Play Show me (Games Bank page 96) to revise the numbers 1 10
- 3 Ask students if they know these numbers. If they know the numbers, they should draw a smile on the face next to the numbers.
- 4 Draw the letters c and o on the board. Point to the card in the book. Ask What is it? to elicit card. Ask students to choose to c or o on the board. Which is the correct letter for this word?
- 5 Point to the orange Ask What is it? to elicit orange Ask students to point to the correct letter on the board
- 6 Repeat the procedure with the capital letters C and O
- With your back to the class, write a large letter o in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for o.
- 8 Ask your students to draw a smale on the face next to the phones if they know these letters and sounds





- 9 Point to the candles Ask students to count them Ask them to draw a smile on the face and color it if they can do this
- 10 Point to the colors. Ask What are they? to encit the colors. Ask students to draw a smile on the face if they know the colors.
- 11 Point to the *project* Explain to the class that they need to listen to each other and speak clearly to do the *Show and tell* activity. Ask them to draw a smile on the face if they think they did this successfully.

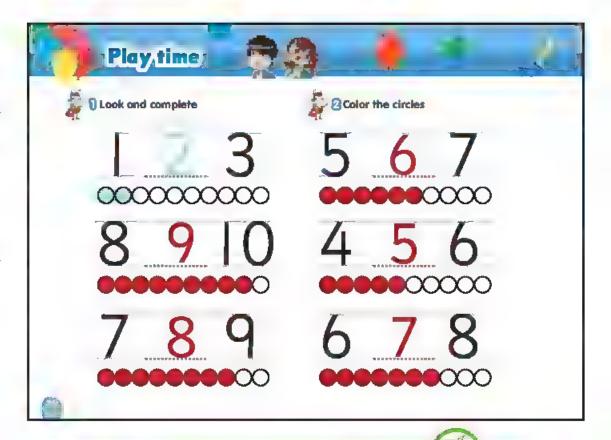
Practice game

Play Color show (Games Bank page 94) to practice colors

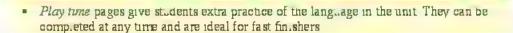
- 1 Ro., or throw a soft ball or beanbag to a student and say Show me (yellow/red/blue/green)
- The student can touch any item in the classroom, whether they know the vocabulary or not as long as it is the correct color

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We can talk about birthdays
- Ask What did we make? Encourage students to answer a birthday cake
- Say Next, we will revise words from units 1 to 4. Show units 1.4 in your book to he.p. students understand.
- Say Thank you! to students for being active. Ask students to say Thank you! to their shoulder partners for being helpful.



PLAY TIME



1 Look and complete

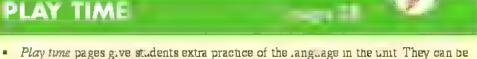
- 1 Ask students to practice counting from 1 to 10
- 2 Ask them to look at the example Numbers 1 and 3 are written with a space in the middle. Ask students what is missing. Help them to count 1.2.3 so that they understand that they need to write 2 in the gap.
- 3 Ask them to continue in the same way for the rest of the gaps

2 Color the circles

- 1 Tell students to color the correct number of circles according to each number
- 2. Ask them to hold up their books so you can check their answers







completed at any time and are idea, for fast finishers

1 Look and color

- 1 Tell students to look at the numbers and colors on the left
- ? Point to the main picture and say What is it? Elicit cake
- 3 Ask students to look at the numbers on the cake
- 4 Tell students to find a number check what color it should be and color the part of the cake
- 5 Ask them to continue in the same way for the whole picture



Teacher assessment

- · Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses
- A. so give students a tick in their books alongside the face that best represents their overal. progress in the unit. See the introduction page xvii for more information about the color coding





page 36

Objectives: To revise the vocabulary and language from units 1 4

Vocabulary: Classroom items bag, book, pen, pencil, pencil case, sharpener, ruler

Body parts ear, eye, hair, hand, mouth, neck, nose

Numbers one, two, three, four, five, six, seven, eight, nine, ten

Materials: Student's Book pages 36 and 37

Class CD

Coloring pencils or crayons

Opener

Welcome the children with a smile

 Revise the vocabulary from units 1.4 with a game of Guess the picture (Games Bank page 94)

1 🋊 🛊 [CD 1.31] Listen and point

1 Help the students to find page 36

? Ask students Who can you see? Point to Busy Bee and ask Who is this? (Busy Bee)

3 Then ask students what they can see in the top row of stars Say What can you see?
Yes, numbers

4 Point to the number 1 and ask What is this? (one, Say Yes, it's one

5 Repeat the procedure for the numbers 2.5

6 Play the first sentence on the CD Say Listen and point Students point to the corresponding numbers as they hear them mentioned

7 Repeat the procedure for the other rows of pictures

Hana. One, two, three, four, five

Hany: Book, bag, pen, pencil, pencil case, ruler, sharpener.

Amira: Neck, eye, mouth, nose, hand, ear, hair



2 Point, ask, and answer

- 1 Hold up the book and point to a star Ask a confident student What's this?
- ? Put students into pairs and ask them to continue in the same way asking and answering about the pictures
- 3 Go around the classroom and help as necessary





page 37

1 im [CD 1.32] Listen and point

- 1 Help the students find page 37
- 2 Ask students Who can you see? Point to Busy Bee and ask Who is this? (Busy Bee),
- 3 Then ask students what they can see in the top row of stars. Say What can you see?
 Yes, colors
- 4 Point to the color orange and ask What is this? (orange). Say Yes, it's orange
- 5 Repeat the procedure for the other colors (blue red yellow green black)
- 6 Play the first sentence on the CD Say Listen and point Students point to the corresponding colors as they hear each color mentioned
- 7 Repeat the procedure for the other rows of pictures



Narrator orange, blue, red, yellow, green, black

Narrator /bi, ihi, /pi, /ri, /ki, /pi Narrator six, seven, eight, nine, ten

2 Point, ask, and answer

- 1 Hold up the book and point to a star Ask a confident student What's this?
- ? Put students into pairs and ask them to continue in the same way asking and answering about the pictures
- 3 Go around the classroom and help as necessary



Jest Kristors

 Students practice vocabulary with a partner in the same way using their own classroom items It's a (pencil)

Practice game

Play Show me (Games Bank page 96) to practice the numbers 1-10

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We can count Count on your fingers with the class One, two, three, four, five six seven eight nine ten
- Ask What's in the classroom? Encourage students to hold up classroom items and name them
- Say We can talk about our bodies. Point to different parts of your body and encourage students to name them.
- If students are leaving the classroom at the end of the lesson you can stand near the door and set an extra mini challenge as they leave. Hold up classroom items and encourage students to name them. Students can work individually in pairs or in small groups to do this. Each student only needs to answer one question before they leave.
- . Say Next we will revise letters and sounds





page 38

Objectives: To revise the letter sounds from units 1.4 /b/ /h/ /n/ /p/ /r/ /k/ /p/

To assess progress in units 1 4

Life skills: Communication sharing and self-management

Vocabulary: Classroom items bag, book, pen, pencil, pencil case, sharpener, ruler

Body parts ears, eyes, hair, hands, mouth, neck, nose

Numbers one, two, three, four, five, su, seven, eight, mine, ten

Materials: Student's Book pages 38 39 40 and 41

Classroom items bag book pen pencil pencil case sharpener ruler

Opener |

Revise the sound /k/ by holding up a candle and eliciting candle

 Write the letter c on the board and say /k/ Point to the letter and say /k/ Students repeat the sound /k/ with you

 Then hold up the candle again and excit candle. Point to the letter c on the board at the same time, so that the students are saying /k/ candle repeatedly.

Repeat the procedure for the capita. C and Carro

1 Look and say

- 1 Point to each of the items on the page and ask What is thus? to elicit it's (a bus,
- ? Hold up your book and point to the boy on the left. Read out his speech bubble
- 3 Point to the boy on the right Read out his speech bubble
- 4 Put your students into pairs and ask them to point to the pictures and say what all the items are like the children in the Student's Book
- 5 Go around the classroom encouraging the students and helping where necessary
- 6 Ask one or two confident pairs to show their dialogs to the class





pame 39

1 Complete and say

- 1 Play Show me (Games Bank page 96) to revise the numbers 1 10
- Mode, the formation for the number 1 With your back to the class, write a large 1 in the air with your finger making the starting point and the direction of writing clear
- 3 Students copy the number in the air severa, times saying one as they do so
- 4 Repeat steps 2.3 with the other numbers
- 5 Hold up your book and point to Exercise 1
- 6 Point to each of the numbers and ask the class to read them
- 7 Point to the space between 1 and 3 Say What's this? Elicit It's 2
- 8 Ask the students to write? in the space and to continue for the other spaces
- 9 Go around the classroom encouraging the students and helping where necessary
- 10 Ask students to hold up their books to show their answers



2 Count and write

- 1 Point to each of the items on the page and ask What is this? To elicit It's (an orange)
- 2. Say Count the oranges
- 3 Ask students to write 8 in the space next to the oranges. Stop and check that all students have understood and completed this successfully. When they are confident of the task lask them to count each group of objects and write the numbers in the same way (6 balloons, 10 candles, 3 cakes).





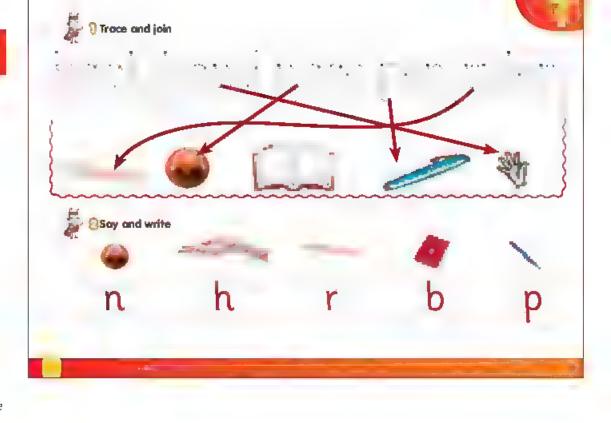
page 40

1 Trace and join

- 1 Help students to find page 40 Point at Exercise 1
- ? Point at the letter b Ask What is it? Elicit the sound the
- 3 Mode, the letter formation for the letter b With your back to the class, write a large letter b in the air with your finger while saying the sound /b/ making the starting point and direction of writing clear
- 4 Students copy the letter in the air several times, saying the letter sound as they do so
- 5 Repeat steps? 4 with the other letters
- 6 Ask the students to trace the letters in Exercise 1 Check that they form each letter correctly
- 7 Use the pictures to elicit the vocabiliary Point and ask Whats this? (ruler, nose, book, pen, hand)
- 8 Ask students to match the words to the pictures, as in the example
- 9 Te., them to hold up their books when they finish so you can see their answers

2 Say and write

- 1 Revise the sound Int by pointing to your nose and eliciting nose
- Write the letter n on the board and say /n/ Point to the letter and say /n/ Students repeat the sound /n/ with you
- 3 Then point to the picture again and elicit nose Point to the letter n on the board at the same time so that the students are saying /n/ nose repeatedly
- 4 Repeat steps 1 3 with /h/ hand, /r/ ruler, /b/ book and /p/ pen
- 5 Mode, the letter formation for the letter n Say the sound /n/ With your back to the class write a large letter n in the air with a finger. Make the starting point and the direction of the writing clear.
- 6 Stildents copy the letter in the air several times, saying the letter sound as they do so
- 7 Repeat steps 5.6 with the other letters
- 8 Hold up your book and point to Exercise?
- 9 Use the pictures to encit the vocabulary Point to the first picture and ask What's this?
- 10 Say /n/nose Ask students to repeat
- 11 Encourage them to write the letter nin the correct place on the lines
- 17. Repeat the procedure for the other pictures





page 41

1 Color and say

- 1 He.p st..dents to find page 41
- ? Point to the cake Ask What is it? Elicit cake
- 3 Repeat for bag, card and candle
- 4 Ask the students to color the pictures carefully
- 5 When they have fmished coloring ask them to work in pairs. They should point to each picture and talk about it. For example, It's a bag. It's red.
- 6 Ask a few confident students to show their pictures to the class and talk about them in the same way



2 Write and say

- 1 Revise the sound /r/ by drawing a ruler on the board and eliciting ruler
- ? Write the letter rion the board and say /r/ Point to the letter and say /r/ Students repeat the sound /r/ with you
- 3 Then point to the picture again and elicit *ruler*. Point to the letter r on the board at the same time, so that the students are saying /r/ ruler repeatedly.
- 4 Repeat steps 1 3 w.th /b/ orange, /b/ bag, /n/ nose, /p/ pen, and /k/ candle
- 5 Mode, the letter formation for the letter r. Say the sound #7 With your back to the class write a large letter rin the air with a finger. Make the starting point and the direction of the writing clear.
- 6 Students copy the letter in the air several times, saying the letter sound as they do so
- Repeat steps 5-6 with the other letters
- 8 Hold up your book and point to Exercise ?
- 9 Use the pictures to encit the vocabiliary Point to the first picture and ask What's this?
- 10 Say /D/ orange Ask students to repeat
- 11 Encourage them to write the letter oin the correct place on the lines
- 12 Repeat for the other pictures





pages 42-43

Now I can say ...

- 1 Hold up your book Point to the numbers Ask What are they? to elicit the words (one, two, three, four, five, six, seven, eight, nine, ten)
- ? Play Show me (Games Bank page 96) to revise the numbers again
- 3 If students know the number words, they should put a tick at the bottom of the first 2 columns
- 4 Hold up your book Point to the classroom items. Ask What are they? to excit the words. Ask the students if they know these words. If they know the words, they should put a tick at the bottom of the column.
- 5 Point to the body parts Ask What are they? to eacit the words
- 6 Play Teacher says (Games Bank page 96) to revise the body parts again
- 7 If students are happy that they know the words, they should put a tick at the bottom of the column
- 8 Repeat with the colors
- 9 Draw the letter b on the board Point to the photo of the book in the book Ask What is it? to elicit book Can students think of any more words that start with b?
- 10 Repeat step 8 with the other letters
- 11 Ask students to put a tick at the bottom of the column
- 12 Say Well done! to the class



Para Richlema

In pairs students play Copy it (Games Bank page 90) to revise the letters b p r h
and n and their letter sounds /b/ /p/ /r/ /h/ /n/





Practice game

Play Word whaspers (Games Bank page 96) to revise all the known vocabulary

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Draw a letter b on the board. Point to it and elicit the sound.
- Say 'bl 'bl bee 'bl 'bl 7 Encourage students to say other words they know that start with the same 'bl sound
- Repeat with the letters h, n, p and r
- Say Next we will learn about our families
- Say Thank you! to students for being active Ask students to say Thank you! to their shoulder partners for being he.pfu.
- Say Goodbye! and encourage students to wave and say Goodbye! to you





page 46

Objectives: To .dentify family members

To ask and answer who a person is

To offer and accept something to eat or drink

Values: Love and respect

Vocabulary: father, mother, grandfather, grandmother, sister, brother, please, thank you

Lauguage: Have some (cake i, please, Thank you

Who's this? This is my (grandfather).

Materials: Student's Book pages 46 and 47

Class CD

Photos of your own family

Opener |

Play Color spot (Games Bank page 94) to revise co.ors

Remind students of the song from Unit 4 page 27 Say Listen and play the song for the

Play the song again and ask the class to sing the words and sing the answer at the end

1 im [CD 1.33] Look, listen, and repeat

- 1 Put the photos of your family on the board Point and say This is my family Point to each person and say This is my (sister). Ask students about their families. Say Do you have a sister? Do you have a brother?
- Hold up your Student's Book open at pages 46 47 and say Open your books
- 3 Ask students to look at the pictures and name any characters they recognize (Hany and Hana) Discuss where the children are (at home) and who they are with (their family)
- 4 Ask students if they know the English words for any things they can see in the picture (flower cake girl boy red orange yellow blue green black). Tell them to point and say the English word
- 5 Explain that you are going to play the CD and ask students to follow in their books as they I sten Play the CD and point to the characters as they speak
- 6 Play the CD again sentence by sentence Ask students to repeat the words and point to the character who is speaking each time. Do this several times. Make sure students follow the mode, on the CD and have the correct intonation each time



Hany Have some tea, Mother

Thank you, Hany, Hanar Please have some cake, Grandmother.

Grandmother Thank you, Hana

Extra practice

Mother.

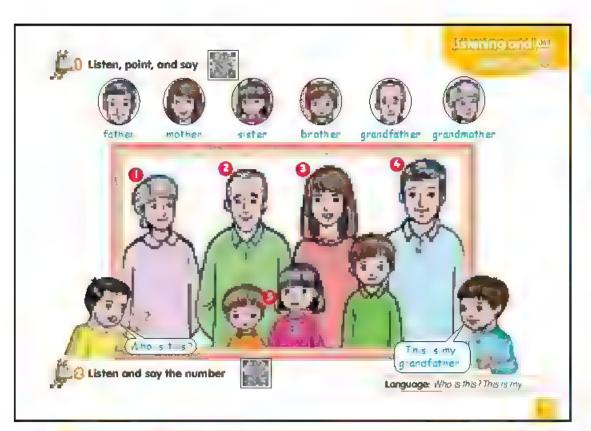
Use classroom items as prompts to practice the new language. Hold up some items and nelp students to make sentences.

Example

Teacher [ho.ds up some pencils] Students: Have some pencils

Teacher. Thank you.

- Practice the language with the whole class and then use causing sticks to choose some individual students to make sure that everyone is confident in using it
- □ Put students into pairs to continue to offer classroom items and say Thank you Go around the classroom, checking pronunciation and helping as necessary



page 47

1 Listen, point, and say

A200 0 17

- 1. Use your own family photos to practice the words mather, father, grandmother, grandfather, brother and sister Put the photos around the classroom and play Point to the picture (Games Bank page 95)
- 3 Hold up your book and point to Exercise 1 on page 47
- 3 Say Listen. Play the CD person by person and ask students to point and repeat
- 4 Have some fun Play the CD person by person again and this time tell students to find and point to each of the characters in the picture on page 46 and repeat the word. Tell them, for example to find and point to father and say father. Encourage students by saying Yes! or Well done! when they find and name the family members correctly.
- 5 Put students into pairs to do the same activity. Student 1 names a family member. Student? finds him/her in the picture in Exercise 1 points to and names him/her.
- 6 Monitor students as they work and encourage and help them as needed





2 🛊 🛊 [CD 1.35] Listen and say the number

- 1 Teach my. Hold up your book and ten the class This is my book. Stress the word my and gesture to yourself as you say it. Repeat with your bag and your pen to make the meaning clear.
- Use calling sticks to choose a student Encourage him/her to hold up their book pen pencil etc and say This is my (book). Repeat this with several students
- Point to Exercise ? Point to and say the numbers from one to five with the class
- 4 Say Listen and play the CD to the class. Play the first question and answer Gesture towards the family picture and ask Grandfather—one, two, three, four, five? to prompt students to give you the number corresponding to Grandfather in the picture (Two). Play the first question and answer again for students to answer Two and then play the answer on the CD as a check.
- 5 Continue with the rest of the CD pausing after each question and answer for the class to supply the number then playing the number as a check
- 6 Ask students to hold up their books and show you their answers

Boyl. Who's this?

Boy2. This is my grandfather

Narratorl Two

Boy 1: Who's this?
Boy 2: This is my father.

Narratorl: Four

Boy 1: Who's thus?

Boy 2 This is my brother and this is my sister

Narratorl Five

Boy 1: Who's thas?
Boy 2 Thus is my mother

Narratorl; Three

Boy 1: Who's thus?

Boy 2: This is my grandmother

Narrator 1: One

Extra practice

- ☐ Hold up your Student's Book and point to Exercise? again
- Invite two confident students to come to the front to role play the dialog
- One student points to a family member in the picture and asks Who's this? The other student replies It's my.,
- When they have asked about each family member, the students swap roles and repeat the activity.
- □ Choose another confident pair to do the same role play and then ask all students to work in pairs in the same way
- ☐ Monitor students as they work encouraging and helping as needed

Practice game

- l Begin a counting chain around the class. You say one, and point to the student at one end of the class. He/She says two, the next student says three and so on up to ten. The next student begins again at one until everyone has had a turn.
- Repeat severa, times, getting faster each time

Closing

- Remand students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Say What did we learn today? Encourage students to say the words for family members.
- Say Next we will learn about the if and it sounds

page 48

Objectives: To recognize and produce the letter sounds /f/ and /t/

To find words with the ft and ft sounds. To trace and copy the letters f t, F, and T

Vocabulary: flag, father, family, tea, tree, TV

Materials: Student's Book pages 48 and 49

Class CD

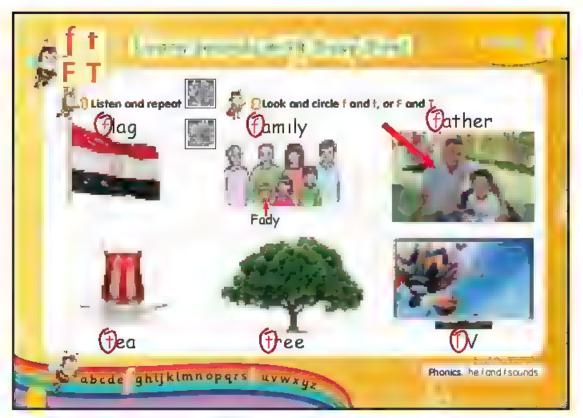
Pictures of family members (from a magazine or photos of your family)

mother father grandmother grandfather sister brother

Paper colored paper glue and scissors for the Fast finishers activity

Opener III

- Revise the family members using the pictures.
- Play Go to the word (Games Bank page 94) with the family member pictures



Presentation

- I Put the picture of the family on the board and ask What's this? Elicit family.
- ? Write the letter $/\!\!/F$ on the board
- 3 Point at the letter f and say /f/ Students repeat the sound /f/ with you
- 4 Point to the picture of the family again and elicit family
- Write family on the board and circle the letter f. Point to the letter and then the father quickly saying ff family. Ask students to repeat
- 6 Repeat steps 2.5 with the capital letter F and the picture of Fady
- 7 Explain that Fady is a name and so it starts with a capital letter. Write Fady on the board Select a confident student and ask him/her to circle the capital F. Ask students to think about why it is a capital F. Encourage students to reply that it is a name. Praise all correct answers
- 8 Draw a picture of a cup of tea and ask What's this? Elicit tea.
- 9 Write the letter t/T on the board
- 10 Point at the letter and say /t/ Students repeat the sound /t/ with you
- 11 Point to the cup of tea again and elicit tea
- 12 Write tea on the board and circle the letter t. Point to the letter and the tea saying the tea. Ask students to repeat
- 13 Repeat steps 9 11 with the capital letter T and the picture of the TV



1 🛊 🛊 [CD 1.36] Listen and repeat

- 1 Help students to find page 48
- Point to the flag picture and ask What's this? Students say the word flag. If students cannot say the word help them to say it
- 3 Then point to the letter f on the page and say the sound /f/ Students repeat after you. Practice this several times
- 4 Say Listen and play the first part of the CD encouraging students to repeat the word and sound
- 5 Play the second part and demonstrate that students should make the target sound after the word
- 6 Play the third part and demonstrate that students should say the mode, word after the target sound
- 7 Play the CD several times so students can mirror and practice the correct pronunciation
- 8 Repeat steps 2.7 for tea and /t/





2 Look and circle f and t, or F and T

- 1 Look at the pictures with the class and identify the items in the pictures. What's this? (flag, Fady, family, tea, tree, TV). Say the words together with the class.
- ? Point to the flag. Say the word flag. Say /ff flag. Point to the fland show students how to draw a circle around it.
- 3 Point to the tea Say the word tea. Say /t/ tea. Ask students to draw a circle around t.
- 4 Repeat the procedure for the other words on the page

Extra practice

Point to each picture and ask the class to say the correct sound and word.

page 49

1 Look, trace, and say

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sore they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- Model the letter formation for the letter f Say the sound ff With your back to the class write a large letter fin the air with a finger. Make the starting point and direction of writing clear. Say Start near the Sky Line, go up and around to the Sky Line, then around and down to the Grass Line. Pick up your pencil and start on the Plane Line. Go straight across
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Then demonstrate with one student how to write the letter on another person's back and then ask students to do this in pairs
- 5 Mode, the correct way to write the letter on the board
- 6 Repeat steps 2.5 with the capital letter F and the word Fady
- 7 Help students to find page 49
- 8 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 9 Ask students to trace over the dotted letters f and F in their books with a finger first
- 10 Check that students can hold their pencil correctly. Make sure that they don't hold the pencil too tightly
- 11 Ask them to trace the large letters with a pencil making sure that they follow the direction of the arrows
- 12 Read the three words at the left hand side of the page to students. Ask them to trace the letter #F for each word
- 13 Repeat steps ? 11 for the letters t and T and the words at the right hand side of the page For the Sky Writing say Start between the Sky Line and the Plane Line, go straight down to the Grass Line, Pick up your pencil and start on the Plane Line, Go straight across



Jens Fridalson

- Ask the students to cut colored paper into small pieces
- Give each pair a piece of white paper and ask them to glue pieces of colored paper onto the white paper in the shape of the letter #F or t/T
- If you have a display board for phonics posters, add the stildents' posters to it

Practice game

Play Point to the letter (Games Bank page 95)

- 1 Draw some letters students know (including f) on pieces of paper. There should be one letter on each piece of paper.
- ? Put the pieces of paper on the walls around the classroom. Ask students to say the sound of the letter as you stick it up.
- 3 Say the sound of one of the letters and ask students to point to the correct letter. Repeat to practice all the letters.

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Draw a letter #F on the board Point to it and elicit the sound
 Say /f/, /f/, family /f/ /f/, ? Encourage students to say other words they know which start with the /f/ sound
- Repeat with the letter t/T
- · Say Next we will learn about being polite

page 50

Objectives: To use please and thank you

To discuss the importance of being polite

Vocabulary: please, thank you

Life skills: Communication and self management

Values: Respect and tolerance

Materials: Student's Book pages 50 and 51

Class CD

Pictures of family members (from a magazine or photos of your family)

mother father grandmother grandfather sister brother

A soft ball or beambag for each group



Opener =

Revise the family members using the pictures

Play Point to the picture (Games Bank page 95) using the family member pictures

1 Look and say

- Ask students what being polite is. Use facial expressions to show frowning and striling Ask which is good. Is it polite to borrow things from a friend without asking? Do your students think they are polite? Help students to find page 50.
- Point to the small photos with words. Holding up your book point to each picture in turn and say the words please, thank you. Encourage your students to copy you.
- 3 Discuss what the children are doing in each picture (In the first picture, the two boys are asking for the ball. In the second picture, the boy with the ball is giving it to them)
- 4 Say Now find. Ask students to look at the big photos. Ask who is giving and who is receiving in each picture. What are they giving and receiving? (A gir. is giving a card to her teacher a girl is giving water to another girl, a boy is giving a pencil to another boy).
- 5 Ask which person is saying please, and which person is saying thank you in each photo
- 6 Give a beanbag or soft ball to a student. Then look at them hold out your hands and say please.



- When the student gives you the beanbag or ball say thank you. Repeat this several times and ask the students to repeat the words
- 8 Ask students to work in groups. Give a beambag or ball to each group
- 9 Tell students to pass the ball or beambag around the group saying please and thank you as they receive it
- 10 Go around the room and help as necessary
- 11 Ask students to look carefully at the photos. Discuss why it is important to say please and thank you.

2 Min [CD 1.37] Sing and do

- 1 Explain that you are going to play a song on the CD Say Listen and look and play the CD Hold your book up and point to the pictures as they are mentioned in the song.
- 2 Repeat and ask students to point in the same way
- 3 Play the song again and ask the class to sing the words and point to the pictures
- 4 Play the CD again. This time ask students to sing and do the actions for each verse. Enjoy yourselves.



Teacher. Hello What's thus?

Show me please

Girll Here's a card

It's a card for you.

Teacher: Thank you, Thank you, Thank you!

Girl2 Hello Help me

Some water please

GirB. Here's some water,

It's water for you

Girl2. Thank you, Thank you, Thank you!

Boyl Hello Help me

A pencil ple ase

Boy2 Here's a pencil.

It's a pencil for you

Boyl, Thank you, Thank you, Thank you!

LESSON 8

page 51

1 Look and draw (C)

- 1 Hold up your book Point to Exercise 1 on page 51
- ? Point to photo 1 Ask What is he doing? Is there any problem in this photo? Are they happy? Is this good or bad? Why?
- 3 Repeat step ? for photos ? 4
- 4 Tel. the students to draw a happy face if the children in the photo are polite and a sad face if the children in the photo are not polite. Go around the classroom checking and helping as necessary.
- 5 Ask the students to hold up their books and show you their answers. Elicit why the behavior in pictures 2 and 3 is bad, and the behavior in pictures 1 and 4 is good. What is the difference? Says Well done!

Practice game

Play Word whaspers (Games Bank page 96) to practice family members

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the apcoming days
- Ask What did we learn? Discuss the importance of being polite and prompt students to say
 please and thank you
- Say Next we will make a family tree
 We will talk about our families

LESSON A

page 52

Objectives: To make a family tree

To talk about fammes

Life skills: Col.aboration and creativity

Vocabulary: mother, father, grandmother, grandfather, sister, brother

Language: Who's this? This is my (father)

Materials: Stildent's Book pages 52 and 53

Class CD

Pictures of family members (from a magazine or photos of your family)

mother father grandmother grandfather sister brother

Colored paper

Coloring pencils or crayons

Scissors Glue

Mode.ing c.ay

Opener 🐞

Play Go to the word (Games bank page 94) to revise family members using the pictures

Presentation

- 1 Talk about families with the class Ask the children if they have brothers and sisters. Tell the children about your own family (you could bring in photos to illustrate)
- 2. Explain that you are going to talk about families today

1 Look and make

- 1 Help the students to find page 53
- Ask students to look at the pictures Look! A family tree Point and show students that the oldest people in the family are at the top of the tree and the youngest people are at the bottom of the tree.



- 3 Say Can you make a family tree, too?
- 4 Ask students to look at the first photo. Show how the children are working together and sharing the materials. They are making family trees, as in the second photo.
- 5 Distribute paper pencils, give and modeling day to each child. Tell them to draw their family members on white paper.
- 6 Te., them to draw their trees on colored paper
- They can use so ssors and glue to cut out their family members and to stick them on to their trees
- 8 Remand students to be pointe to each other as they work and to say please and thank you if they want their friends to pass them things

Fair Solthern

In pairs students show their completed family tree to a partner and say It's my
mother It's my (father)





LESSON

page 53

1 Show and tell

- 1 Help students to find page 53 Look at the page with the class and explain that the boy in the photograph is talking about his family tree
- 2. Say Let's talk about our family trees
- 3 Invite a student to come to the front Ask Who is this, (name 1?
- 4 Encourage the student to show their family tree and say It's my (brother). Help the students to talk about family members

2 Look and draw

- 1 Hold up your book Point to the vacabulary Ask Who are they? to elicit the family members
- 2 Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words.
- 3 Draw the letters f and t on the board. Point to the flag in the book. Ask What is it? to elicit flag. Ask students to point to for t on the board. Which is the correct letter for this word?

- 4 Point to the tree Ask What is it? to exicit tree Ask students to point to the correct letter on the board
- With your back to the class, write a large letter fin the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for t.
- 6 Repeat steps 3.5 with the capital letters F and T
- 7 Ask your students to draw a smale on the face next to the phones if they know these letters and sounds
- 8 Point to the Values and Life skills photo. Discuss what the boys are saying and why it is important. Ask students to draw a smile on the face if they understand why it is important to be pointe.
- 9 Point to the Project picture. Tell students to draw a smiley face and color it if they think they made a good family tree. Encourage them to be proud of their work.

Practice game

- 1 Tell students you are going to say some words and they must listen carefully for the sounds /f/ and /t/ Tell them that when they near the sound /t/, they must put up their hand and when they hear the sound /f/, they must clap Say /t/ and put up your hand then /f/ and clap to demonstrate
- Read the following slowly to the class 'ff', 'tt', television, father, tea, flag, four, teacher Have some tea, mother Thank you, Tarek. Have some cake, father Thank you, Fatma

Example

Teacher /f/ Students [clap] Teacher /t/

Students [put hands up]
Teacher television
Students [put hands up]
Teacher father

Teacher father
Students [clap]
Teacher tea

Students [put hands up] Teacher flag

Teacher flag
Students [clap]
Teacher four
Students [c.ap]
Teacher teacher
Students [put hands up]

Teacher Have some tea, mother

Students [put hands up]
Teacher Thank you, Tarek.

Students [put hands up]

Teacher Have some cake, father

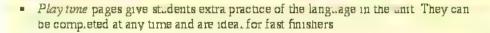
Students [c.ap]

Teacher Thank you, Fatma.
Students [clap] [put hands up]

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the approximated days
- Ask What did we make? Encourage students to say family trees
- Say We talked about our families. We worked together in groups.
- · Say Next we will talk about music
- Say Thank you! to students for being active. Ask students to say Thank you! to their shoulder partners for being he.pful.

PLAY TIME

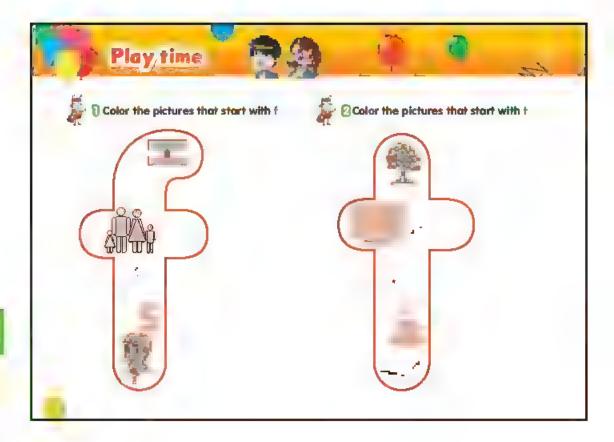


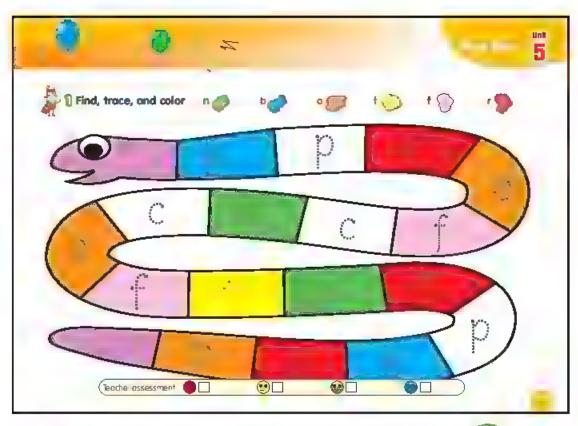
1 Color the pictures that start with f

- 1 Remind students of the letter f and the sound IfI Ask them to look at pages 48 and 49 if they need help
- 2. Ask them to look at the pictures in the letter f and to say the names of each object
- 3 If the object begins with f they should color

2 Color the pictures that start with t

- 1 Remind students of the letter t and the sound /t/ Ask them to look at pages 48 and 49 if they need he.p
- 2. Ask them to look at the pictures in the letter t and to say the names of each object
- 3 If the object begins with t, they should color









Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find, trace, and color

- 1 Tell students to look at the letters and colors at the top of the page
- ? Point to the main picture and ask students to look at the letters on the snake
- 3 Ask students to trace the letters
- 4 Tell students to find a letter check what color it should be and color the part of the snake
- 5 Ask them to continue in the same way for the whole picture. Explain that not all parts of the snake will be colored.



Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- A.so give students a tick in their books alongside the face that best represents their overal, progress in the unit. See the introduction page xvii for more information about the color coding.

Unif 6

page 56

Objectives: To identify vocabulary for musical instruments in a picture

To talk about skills and abilities

Vocabulary: drum, flute, gustar, piano, triangle

Life skills: Communication Self expression

Language: I can play the (piano).

Materials: Student's Book pages 56 and 57

Class CD

Pictures of musica, instruments drum flute guitar piano triangle Audio clips of a drum flute guitar piano and triangle (these can be on

your cel.phone)

Coloring pencils or crayons

Paper for the Fast finishers activity

Opener

Play Teacher says (Games Bank page 96) to revise instructions and body parts

Presentation

- 1 Use pictures to present and practice the new music vocabulary drum, flute, guitar, piano and triangle. If possible play audio chips of each instrument on your celiphone too so students can hear them. Put the pictures on the board. Point to them and say the words. Ask the students to repeat several times.
- ? Then point to each mesical instrument picture in turn and ask What's this? Students say the words Vary the order you point to the pictures
- Use calling sticks to choose ind.v.d.a. students to come to the front of the class. Point to a picture on the board say (Ah, what's this? He.p the student to say the word
- 4 Put students into groups. Give each group paper and scissors. Ask them to work together to draw the musical instruments on the paper and cut them out. Go around the classroom as they work and ask What is it? to elicit the names of the instruments.
- When the groups have their instruments and finish tidying their tables, ask them to put the instruments on the table in the middle of the group. Say an instrument and ask students to touch that instrument on the table and repeat the word. Continue until all of the instruments are practiced several times.

1 in [CD 1.38] Look, listen, and repeat

- 1 He.p sti.dents to find page 56
- Ask students Who or what can you see in the picture? (Amira, Youssef, Hany, Hana, a friend, piano, driim, guitar, flute, triangle).



- 3 Help them to count the children Say How many children are there? Let's count! 1, 2, 3, 4, 5 Yes, there are five.
- 4 Explain that you are going to play the CD and ask the students to follow in their books as they listen. Play the CD and point to the characters as they speak.
- 5 Play the CD again sentence by sentence Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
- 6 Play the CD again sentence by sentence Encourage students to repeat what they hear Ask the boys to repeat the boy and Hany's sentences Ask the girls to repeat Armra and Hana's sentences

Amira, I can play the guitar
Boy: I can play the drum.
Hany I can play the flute
Youssef: I can play the triangle
Hana: I can play the piano
Let's play together!



page 57

1 🗱 [CD 1.39] Listen and repeat

1 Help students to find page 57

1 (2 m) (171

- 2. Use the pictures to elicit the names of the musical instruments. Ask What's this? (drian, flute, triangle, guatar and piano).
- 3 Say Listen and repeat Play the recording pausing after each sound for students to choose and point to the instrument they hear
- 4 Ask students to hold up their books and show you each instrument when they point to it
- 5 Play the CD again and ask students to repeat the words





2 Color and say

- 1 Tell students they are going to color in the pictures. Say Let's color!
- 3 Students work carefully to color the pictures as neatly as they can
- 3 Go around the classroom and ask individual students What's this? What color is it? Do you like it?
- When they finish ask students to work in pairs to show their pictures to their partner. They should point to each picture and say It's a (drum). Point to the language box at the bottom and say it aloud. Ask students to repeat. Ask students to point to one musical instrument that they can play and say. I can play the ... Go around the classroom and monitor while students are working. Help as necessary.

3 Sing

- 1 Play the song Encourage students to point to each instrument on the page when they hear it
- ? Play the song again and encourage them to mime playing the instruments and sing as much as they can
- 3 When students are able to play the version of the song without words. Students sing as much as they can
- Boy Bang, bang, bang I can play the drum. Come and play with me!
- Girl Toot, toot, toot
 I can play the flute
 Come and play with me!
- Boy Ting, ting, ting
 I can play the triangle
 Come and play with me!
- Girl Strum, strum, strum
 I can play the guetar,
 Come and play with me!





Students can draw a simple picture of their favorite musical instrument. They can show the picture to another student and say I can play the (piano). Start a class wall display with their pictures. If students do not have time to complete this task in class, they can do it at home and bring it to the next lesson.





Practice game

Play Mone it (Games Bank page 95) with either the whole class or in smaller groups

- 1 Mime playing one of the musical instruments for the class to gless, e.g. flute. Encourage students to put their hands up if they want to answer
- ? Choose a student to say the word for your mime. Confirm they are correct and say I can play the (flute). Well done!
- 3 Then you could encourage that student to do a mime by showing him/her a picture of another musical instrument or by whispering another instrument to them
- 4 This game can be continued in groups

Closing

- Remand students about what they have learned so far and set them up for what they w...
 continue learning in the appointing days
- Say We can talk about musical instruments
 Next we will learn about the sounds (d) and (g)

page 58

Objectives: To recognize and produce the letter sounds /d, and /g/

To find words with the /d/ and /g/ sounds To trace and copy the letters d. g. D. and G

Vocabulary: drum, dog, doll, guttar, girl, green

Materials: Student's Book pages 58 and 59

Class CD

Pictures of musical instruments drum guitar

Paper colored paper give and scissors for the Fast finishe activity

Opener a

Revise the musical instruments with the class by saying musical instruments for the whole
class and individual students to mime playing them

Presentation

- 1 Put the picture of the drum on the board and ask What's this? Eacit drum.
- Write the letter dD on the board
- Rount at the letter and say idi. Students repeat the sound idi with you
- 4 Point at the drum again and eacit drum.
- 5 Write the word *drum* on the board and circle the *d*. Point to the letter and then the drum quickly saying /d/ drum. Ask students to repeat
- 6 Repeat steps 3 5 with the capital letter D and the picture of Dina



- 7 Put the picture of the guitar on the board and ask What's this? Encit guitar
- 8 Write the letter g/G on the board
- 9 Point at the letter and say /g/ Students repeat the sound /g/ with you
- 10 Point at the guitar again and elicit guitar
- 11 Write the word guatar on the board and circle the gilbonia for the letter and guitar saying /g/ guatar Ask the students to repeat
- 17. Repeat steps 9-11 with the capital letter G and the picture of Gamila
- 13 Explain that Gamila is a name and so it starts with a capital letter Write *Gamila* on the board. Select a confident student and ask him/her to circle the capital. G. Ask students to think about why it is a capital G. Encourage students to reply that it is a name. Praise all correct answers.

1 🍍 🛊 [CD 1.42] Listen and repeat

- 1 He.p students to find page 58
- ? Point to the picture of the drum and ask What's this? Students say drum.
- 3 Then point to the letter d on the page and say the sound dd. Students repeat after you Practice this several times
- 4 Say Listen and play the CD encouraging students to repeat the word and sound
- 5 Repeat with the /g/ sound and guitar





2 Look and circle d and g, or D and G

- 1 Look at the pictures with the class and identify the items and persons in the pictures. What/ Who can you see? (drum, dog, Dina, guatar, green, Gamila). Say the words together with the class.
- Point to the drum. Say the word drum, Say idi drum, Point to the d and show students how to draw a circle around it
- 3 Point to the guitar Say the word guitar Say /g/ guitar Ask students to draw a circle around g.
- 4 Point to the dog Say the word dog Say Idi dog Point to the d and show students how to draw a circle around it
- 5 Put students into small groups to repeat for the other words on the page

Extra practice

□ Point to each picture and ask the class to say the correct sound and word



page 59

1 Look, trace, and say

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- ? Model the letter formation for the letter d Say the sound dd With your back to the class, write a large letter d in the air with a finger. Make the starting point and direction of writing clear. Say Start at the Plane Line, go around and down to the Grass Line, go up to the Sky Line and straight down to the Grass Line.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Model the correct way to write the letter on the board
- 5 Repeat steps? 4 with the capital letter D and Dina
- 6 Help students to find page 59
- 7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 8 Ask the students to trace over the dotted letter d and D in their book with a finger first
- 9 Check that the students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 10 Ask them to trace the large letter with a pencil making sure that they follow the direction of the arrows
- 11 Read the three words on the .eft hand side of the page to the students. Ask them to trace the .etters d and D
- 12 Repeat steps ? 11 for the letters g and G For the Sky Writing say Start at the Plane Line, go around and down to the Grass Line, go up and around to the Plane Line and around and down to the Worm Line

People Services

- Ask students to cut colored paper into small pieces.
- Give each pair a piece of white paper and ask them to glue pieces of colored paper onto the white paper in the shape of the letter b
- If students do not complete this task in class, they can do it at home and bring
 it to the next lesson
- If you have a display board for phonics posters add the students' poster to it





Practice game

Play Circle it (Games Bank page 94)

- 1 Draw some letters students know from Student's Book on the board and the letter d.
- 2. Ask for a student to come to the board and circle the letter sound /d/
- 3 Write some new letters and the letter g, and ask another student to circle the letter sound /g/

Closing

- Remand students about what they have learned so far and set them up for what they was
 continue learning in the upcoming days
- Draw a letter d on the board. Point to it and elicit the sound.
- Say /d/, /d/, dog /d/, /d/, .? Encourage students to say other words they know which start with the /d/ sound
- Repeat with the letter g
- Say Next we will learn about our senses
- Say Goodbye! and encourage students to wave and say Goodbye! to you

page 60

Objectives: To identify our senses and match them to body parts

Values: Curiosity

Vocabulary: hear, see, smell, taste, touch
Issues: Env.conmenta, awareness

Language: I can (touch)

Materials: Student's Book pages 60 and 61

Class CD

Coloring pencils or crayons

Pictures of musical instruments drum flute guitar piano triangle

Opener :

Play Guess the picture (Games Bank page 94) with the musical instruments. Start to draw one of the instruments e.g. atmangle. Students guess which instrument it is. After a few rounds you could invite a child who has guessed correctly to come to the front and draw the next instrument.

1 🛊 🗯 [CD 1.43] Listen and say

1 Use the class mascot or a do., to revise the parts of the body Point to a part of the body and say What is it? Elect the word



- Say Listen and do Touch your (ears), Encourage students to follow the instructions Repeat with other body parts
- 3 Help students to find page 60
- 4 Ask students to look at the top left picture on the page. Say *I can hear*. Ask the students what the child in the photo is doing (listening to music). Say *What can you hear?* Discuss the sounds that students can hear now.
- 5 Ask students to look at the bottom left picture. Say *I can smell*. Ask the students what the child in the photo is doing (smelling a flower). Say *What can you smell?* Discuss what kinds of things we can sme..
- 6 Ask students to look at the middle picture. Say I can touch. Ask students what the child in the photo is doing (touching some paper with Braille writing). Say What can you touch? Discuss what kinds of things we can touch. Explain that the photo here shows special writing for people who cannot see. The dots on the paper are different letters. A blind person can touch them and understand the words.
- 7 Ask students to look at the top right picture. Say I can taste. Ask the students what the child in the photo is doing (eating a strawberry). Say What can you taste? Discuss what kinds of things we can taste. Discuss what different tastes there are (sweet sour bitter etc.). Use facial expressions and body language to explain the different tastes.



- 8 Ask students to look at the bottom right picture. Say I can see: Ask students what the child in the photo is doing (looking at a flower through a magnifying glass). Say What can you see? Discuss what kinds of things we can see. Discuss what the students can see now.
- 9 Point to each picture—say the sentence and ask students to repeat. Repeat very quietly (whispering) and loudly (shouting)
- 10 Say Listen and point
- 11 Play the CD sentence by sentence. After each sentence, point to the correct picture and check that students are pointing to the correct picture too.
- 12 Play the CD again sentence by sentence and ask students to point to the picture and repeat each sentence

Girl 1: I can hear
Boy 1: I can smell
Girl 2: I can touch.
Girl 3: I can taste
Boy 2: I can see



Extra practice

□ Put students into pairs. Ask them to point to each picture and tell their partner the sentence I can (hear)



Digital link. A video with more information about our senses can be accessed by scanning this QR code

LESSON B

page 61

1 Look and draw (*)

- 1 Hold up your book and point to Exercise 1
- ? Point to the first picture Say I can hear? Eacit No I can taste? Elicit No I can smell? Encit Yes
- 3 Discuss whether it sme...s good or bad. Elicit that it sme...s bad and ask students to draw a sad mouth on the face.
- 4 Point to the second picture Say I can smell? Eacit No? I can see? Eacit No? I can hear? Elicit Yes!
- 5 Discuss whether it is a good or bad sound. Elicit that the person is shouting too loudly and ask students to draw a sad mouth on the face.
- 6 Continue in the same way for the other pictures (see flowers happy face smell taxi fumes—sad face)

2 Look and draw

- 1 Hold up your book. Make sure each student has some coloring pencils or crayons
- ? Point to the musical instruments Ask What are they? to elicit the words Ask students if they know these words. If they know the words, they should draw a smile and color the face.
- Point to the Science photos Discuss what the five senses are Ask students to draw a smile and color the face if they know the five senses
- 4 Draw the letters d/D and g/G on the board Point to the dog in the book Ask What is it? to elicit dog Ask the students to point to d or g on the board. Which is the correct letter for this word?
- 5 Point to the color green. Ask What is it? to elicit green. Ask students to point to the correct letter on the board.
- 6 With your back to the class, write a large letter d in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for g
- 7 Repeat steps 4.6 with the capital letters D and G
- 8 Ask your students to draw a smale and color the face next to the *Phonics* if they know these letters and sounds

9 Point to the Issues pictures. Ask students if they understand Exercise 1 on this page. If they do they can draw a smile and co.or the face next to the Issues.

Practice game

Play Point to the picture (Games Bank, page 95)

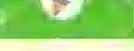
- 1 Display the pictures for drum guitar piano flute and triangle on the board
- 2. Say one of the words, e.g. guatar and students put up their hands to volunteer
- 3 Choose a student to come to the board and point to the picture of the guitar
- 4 The student says the next word and chooses some one to come and point to the correct picture

Closing

- Remand students about what they have learned so far and set them up for what they was continue learning in the upcoming days
- Say We can talk about our senses. Point to your eyes, ears, mouth hands and nose in turn.
 Encourage students to name the body parts and say the sense (see hear taste touch smell).
- Say We can talk about good and bad things for our senses. What's good? What's bad?
 Encourage all correct answers even if in mirne or simple words.
- Say Next we will learn about places at home and geometrical shapes
- Say Thank your to students for being active. Ask students to say Thank your to their shoulder partners for being helpful.



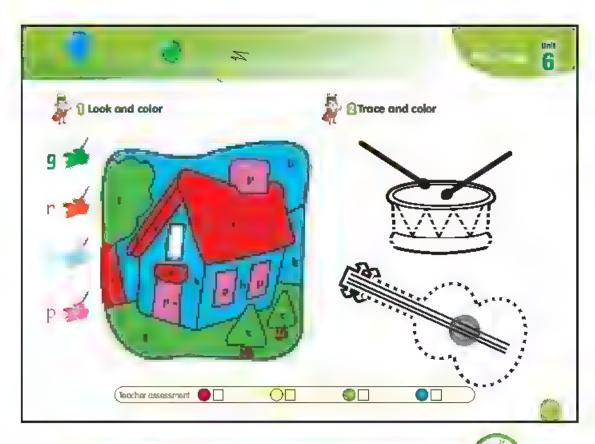
PLAY TIME



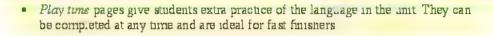
Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast finishers.

1 Follow and say

- 1 Remind students of the five senses. You can ask them to look at pages 60 and 61 for ne.p if they cannot remember
- ? Te., students to look carefully at the photos on the left and to say the parts of the body
- 3 Ask them to work in pairs and to follow each line to find out what they can do with each sense and each body part







1 Look and color

- 1 Tell students to look carefully at the colors and letters on the left
- 2 Ask them to find the letters in the picture and to color each part according to the letter which is written there

2 Trace and color

1 Tell students to trace the instruments carefully and then color the pictures



Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- A.so give students a tick in their books alongside the face that best represents their overall
 progress in the unit. See the introduction page xyll for more information about the
 color coding.

page 64

Objectives: To ask where a person is

To answer He's She's in the .

To identify different rooms in a nome

Life skills: Communication

Vocabulary: bathroom, bedroom, garden, kitchen, living room

Language Where's?

He's/She's in the living room.

Materials: Student's Book pages 64 and 65

Class CD

Pictures from a magazine of the rooms of a house bathroom, bedroom

garden kitchen living room
Paper for the Fast finishers activity

Opener

Play Word whispers (Games bank page 96) to revise family members

• Invite one boy and one girl to the front of the class Gesture toward the boy and say boy. Gesture toward the girl and say girl. Repeat with another pair of students Check understanding by saying Boys stand up, girls stand up, boys sit down, etc.

Presentation

- 1. Use pictures from magazines or of your own house to present and practice the new words for rooms bathroom, bedroom, garden, kitchen and hving room. Put the pictures on the board. Point to them and say the words. Ask students to repeat several times.
- Then point to each room in turn and ask What's this? Students say the words Vary the order you point to the pictures. Ask about each room, saying What do we do in the (kitchen)? Excit at least one activity for each room and check that students fully understand. They may have difficulty explaining the activities in English so encourage them to mime and use simple words.
- 3 Ask individua, students to come to the front of the class. Point to a picture on the board say (Nadia), what's this? He.p the student to say the word.
- 4 Put students into groups to practice. Each student takes turns to point to a room picture and say the word. Tell students to histen respectfully to each other and wait for their friends to say the words.

1 🛊 🛊 [CD 1.44] Look, listen, and repeat

1 Help students to find page 64



- 2. Ask What can you see? Elicit the words for anything that students can say in English
- 3 Ask Who can you see in the picture? (Hana, Amira, Youssef and a firend)
- 4 Help them to count the children say Count the children. 1, 2 3, 4 Yes, there are four
- 5 Point to a room and ask What's this? (bathroom, bedroom, garden, kitchen and living room, Repeat each word for stillents to hear
- 6 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
- 7 Play the CD again sentence by sentence Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
- 8 Play the CD again sentence by sentence Encourage students to repeat what they hear

Hana: Where's the boy?
Youssef: He's in the living room.
Hany: Where's the girl?
Girl 1: She's in the bathroom.



Extra practice

- ☐ Say girl and indicate for students to point to the girl in the house and say girl. Repeat for boy.
- ☐ Explain that the boy and the g.r. are in the place where they live and we call this home.
- Repeat the word and indicate for the class to repeat the word after you several times
- Point to the living room in the picture say hving room and indicate for the class to point and repeat the word after you several times. Repeat for kitchen
- ☐ Play the CD again for students to listen to
- Put the class into groups of four to role play the dialog. Tell them to do this four times, taking a different part each time so that they each practice all of the dialog.
- Go around the room to monitor students as they work encouraging and helping with pronunciation if required
- ☐ Invite one or two groups to perform the dialog for the class.

page 65

1 | | | [CD 1.45] Listen, point, and say

1 Help students to find page 65 Point to Exercise 1

- Say living room and make sure students are pointing to the picture of a living room. Say kitchen and make sure students are pointing to the picture of a kitchen.
- 3 Say Listen. Play the CD and demonstrate pointing to each picture as it is named
- 4 Play the CD again, word by word, and ask students to point and repeat.
- 5 Have some fun Name the pictures at random and each time tell the students to find and point to the correct part of the picture on page 64, and to repeat the word each time Encourage students by saying Yes! or Well done! when they find and name an area correctly
- 6 Put students into pairs to do the same activity. Tell students that one person in each pair is the teacher. They have to respect each other's roles. When they finish, they will swap roles. Student I names a room, Student 2 finds it in the main picture on page 64, points to it and names it. When they finish, ask the students in each pair to switch roles.
- 7 Monitor students as they work. Encourage and help them as needed.

lwing room bedroom kitchen bathroom garden

2 # [CD 1.46] Look, listen, and say

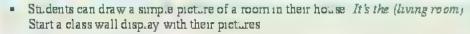
- 1 Point to Exercise? Ask the class to name the rooms they can see (bedroom, bathroom, living room, kitchen and garden)
- 2 Ask the class Who are they? to e.icit brother (1), grandmother (2), sister (3), father (4), mother (5) and grandfather (6)
- Point to and read the mode, speech bubbles to the class and ask students to point and say the words after you
- 4 Say Let's listen. Play the CD for question 1 Stop the CD before the answer and help your students to say He's in the bedroom
- 5 Explain that he's is used for boys and men and she's is used for women and girls
- 6 Play the answer for question 1 and say Well done to your class
- 7 Continue in the same way for the rest of the questions and answers on the CD

Narrator:	One	Narrator:	Four
Boy l	Where s the brother?	Boy I	Where s the father?
Boy 2:	He sin the bedroom.	Boy 2	He s in the kitchen.
Narrator	Two	Narrator	Five
Boy I:	Where's the grandmother?	Boy 1:	Where s the mother?
Boy 2;	She's in the bathroom,	Boy 2	She s in the kitchen
Narrator	Three	Narrator.	Six
Boy I:	Where's the sister?	Boy 1:	Where s the grandfather?
Boy 2	She's in the living room	Boy 2	He's in the garden

Extra practice

- □ Put students into pairs and tell them to take turns to ask and answer about each of the people in the picture. For example, Where is the mother? Where is the boy? Ask them to continue until they have each asked about each person at least once.
- Go around to monitor, help and encourage as needed
- Invite a confident pair to do the activity for the class.

Person From Maria



 If students do not have time to complete the task in class, they can do it at home and bring it to the next lesson.

3 * [CD 1.47 and 1.48] Sing

1 Tell students that they are going to learn and sing a new song

- 2 Say Listen. Play the CD. Hold your book up and point to the rooms in the picture in Exercise 2 as they are mentioned in the song
- 3 Play the CD again and ask students to point to the pictures in the same way
- 4 Play the song again and ask the class to sing along with you
- 5 When students are confident play the version of the song without words and encourage students to sing along

Where's Younis?
Where's Younis?
He's in the bedroom,
Can you see?

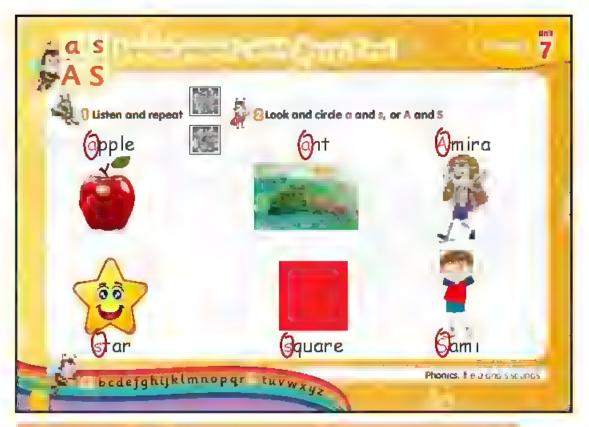
Where's Lina? Where's Lina? She's in the living room Can you see?

Practice game

Play Point to it (Games Bank, page 95) with the pictures of rooms

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Ask What did we learn today? Encourage students to say the names of rooms in a house
- Say We can say where people are.
- Say Next we will learn about the /æ/ and /s/ sounds



LESSON

page 66

Objectives: To recognize and produce the letter sounds /æ/ and/s/

To find words with the /æ. and /s/ sounds To trace and copy the letters a, s, A, and S'

Vocabulary: apple, ant, arrow, star, square, sun

Materials: Student's Book, pages 66 and 67

Class CD

Pictures from a magazine of the rooms of a house, or pictures of rooms drawn in the last lesson as the *Fast finishers* activity bathroom,

bedroom, garden, kitchen, living room Modeling clay for the Fast finishers activity

Opener

- · Revise the rooms of a house using the pictures from a magazine
- P.ay Go to the word (Games Bank, page 94) to practice them further



Presentation

- 1 Draw a picture of an apple on the board and ask What's this? Teach apple
- ? Write the letter at A on the board
- 3 Point at the letter and say leel Students repeat the sound leel with you
- 4 Point at the apple again and elicit apple
- 5 Write apple on the board and circle the a. Point to the letter and then the apple quickly saying tall apple. Ask the students to repeat
- 6 Repeat steps 1.5 with the capital letter A and the picture of Amira
- 7 Draw a picture of a star on the board and ask What's thas? Teach star
- 8 Write the letter s on the board
- 9 Point at the letter and say /s/ Students repeat the sound /s/ with you
- 10 Point at the star again and e...cit star
- 11 Write star on the board and circle the si Point to the letter and star saying /s/star Ask the students to repeat
- 1? Repeat steps 7 11 with the capita. Letter S and the picture of Sorny

1 🛊 🛊 [CD 1.49] Listen and repeat

1 Help students to find page 66

- Point to the picture of the apple and ask What's this? Students say apple
- Then point to the letter a on the page and say the sound (a) Students repeat after you Practice this several times
- 4 Say Listen and play the CD encouraging students to repeat the word and sound
- 5 Repeat with the /s/ sound and star

apple, /æ/ apple læl star, /s/ star

2 Look and circle a and s, or A and S

- Look at the pictures with the class and identify the items and persons in the pictures What/Who can you see? (apple, ant, Amira, star, square, Samy) Say the words together with the class
- 2 Point to the apple Say the word apple. Say læ apple. Point to the a and show the students now to draw a circle around it
- Point to the star Say the word star Say /s/ star Ask the students to draw a circle around s
- 4 Point to the ant. Say the word ant. Say /æ/ ant. Point to the a and show the students now to draw a circle around it.
- 5 Repeat the procedure for the other words on the page
- Draw students' attent on to the capital letter A in Amira Explain that the names of people start with capital letters. Write your name on the board as an example. Circle the capital letter. Alternatively, you could choose one of the student's names that start with a letter from the unit. Write the name on the board. Circle the first letter. Ask. Why do you think it is capital? Encourage students to guess and praise correct answers.

Extra practice

Point to each picture and ask the class to say the correct sound and word. This activity can
be continued by students in small groups.

ESSON 2

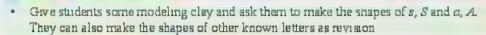
page 67

1 Look, trace, and say

1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.

- ? Model the letter formation for the letter a. Say the sound lost. With your back to the class, write a large letter a in the air with a finger. Make the starting point and direction of writing clear. Say Start at the Plane Line, go around and down to the Grass Line, go up and around to the Plane Line and straight down to the Grass Line.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Then demonstrate with one student how to write the letter on another person's back, and then ask students to do this in pairs
- 5 Model correct way to write the letter on the board
- 6 Repeat steps? 5 with the capital letter A and Amira
- 7 Help the students to find page 67
- 8 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 9 Ask students to trace over the dotted letter a and A in their book with a finger first
- 10 Check that students can hold their pencil correctly They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 11 Ask them to trace the large letter with a pencil, making sure that they follow the direction of the arrows
- 1? Read the three words on the left of the page to students. Ask them to trace the letter a or A for each word
- 13 Repeat steps? 12 for the letters's and capital S and the three words on the right hand side of the page. For the Sky Writing, say Start near the Plane Line, go up and around to the Plane Line, go across, around and down to the Grass Line, go up and around a little.





Practice game

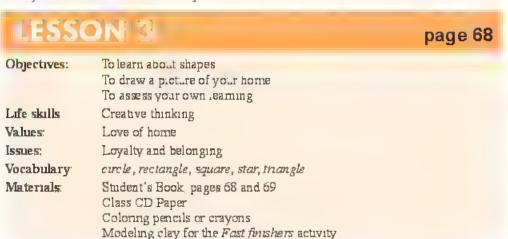
- 1 Put students into groups. Give each group a large piece of paper
- 2 Say Listen and write
- Say a sound for which students have learned the letter (/@/, /b/, /k/, /d/, /f/, /g/, /h/, /n/, /p/, /p/, /r/, /s/ and /t/ are known sounds). Ask students to work together to draw the correct letter on the paper. Remind students to take turns and help each other.
- 4 Ask students to hold up their letter to show you Correct any mistakes
- 5 Repeat with other known letters

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Draw the letter a/A on the board Point to it and elicit the sound



- Say /ae/, /ae/,... apple /ae/, /ae/,...? Encourage students to say other words they know which start with the /ae/ sound
- Repeat with the other letters
- Say Next we will learn about shapes





Opener 6

Play Guess the picture (Games Bank, page 94) with the rooms of a house Start to draw
one of the rooms, e.g. a kitchen. Students guess which room it is After a few rounds, you
could invite a child who has guessed correctly to come to the front and draw the next room.

Presentation

- 1 Draw a five pointed star on the board and ask What's this? Elicit star
- ? Draw a triangle on the board and ask What's this? Teach triangle (this word is only known as a musical instrument before this lesson)
- 3 Continue with *square*, *circle* and *rectangle*. Make sure that the students notice that the rectangle has two long sides and two short sides.
- 4 Point to each shape and say the word. Ask the students to repeat
- 5 Say Let's count the sides. Count the sides of each shape with the class (three sides for a triangle, four sides for a square and a rectangle, one side for a circle, ten sides for a five pointed star).
- 6 Hold up or point to something in the classroom which is square. This could be a piece of paper or a book, for example. Ask What shape is it? Elicit the shape (square). Repeat with other shapes.

1 | [CD 1.50] Listen, point, and say

- 1 Help students to find page 68
- Ask students to look at the five shapes in Exercise 1
- 3 Point to each shape and say What is it? Elicit the names of the shapes
- 4 Say Let's listen. Ask students to point to the snape that they hear
- Play the first word on the CD
- 6 Ask students to point to the correct shape and to hold up their books to show you. Check that they are all pointing to the star.
- 7 Repeat for the other shapes
- 8 Play the CD again, word by word and ask students to point to the picture and repeat each word



Extra practice

Put students into pairs. Ask them to point to each picture and tell their partner the word.

2 Count, write, and trace

- I Hold up your book and point to Exercise ?...
- Point to each of the groups of items and ask What are they? to elicit the names of the shapes
- 3 Ask students to trace the names of the shapes
- 4 Say Count the stars
- 5 Ask students to trace 7 as an example
- When they are confident about the task, ask them to count each group of shapes and write the numbers in the same way



Digital link Avideo about shapes can be accessed by scanning this QR code

ESSO

page 69

1 Look and draw

- 1 Hold up your book and point to Exercise 1
- 2 Point to the photo Say What's this? Elicit that it is a house
- 3 Ask students to identify any colors in the picture that they know in English
- 4 Make sure that every student has paper and coloring pencils or crayons
- Ask them to draw their home carefully on the paper Remind students to be polite to each other as they work and to say please and thanky our fitney want their friends to pass them things
- 6 Go around the room and ask students questions about the colors and shapes in their pictures as they work

Total finishers



 Give modeling clay to students and ask them to make a circle, a square, a rectangle, a triangle and a star. They can work in pairs or groups to do this.

2 Point and say

- 1 Ask the students to work in pairs
- 2 They should show their picture to their partner and say This is my home
- Encourage them to talk about the colors and shapes in their pictures too. For example, It's a rectangle. It's red.

3 Look and draw

- 1 Hold up your book. Make sure each student has some coloring pencils or crayons
- ? Point to the rooms Ask What are they? to elicit the words. Ask students if they know these words. If they know the words they should draw a smile and color the face.
- 3 Draw the letters a and s on the board. Point to the apple in the book. Ask What is it? to e.icit apple.
- 4 Ask students to point to \(\alpha A \) or \(s/S \) on the board Which is the correct letter for this word?
- 5 Point to the star Ask What is #? to exicit star. Ask students to point to the correct letter on the board
- 6 With your back to the class write a large letter ain the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for s.
- 7 Repeat steps 4.6 with the capital letters A and S
- 8 Ask your students to draw a smile and color the face next to the *phonics* if they know these letters and sounds
- 9 Point to the shapes Ask What are they? to elicit the words Ask students if they know these words. If they know the words, they should draw a smile and color the face.
- 10 Point to the Issue 5 photo Ask students what's this? Elicit Home Discuss the importance of loyalty and belonging Ask students to draw a small onto the face next to the photo and then color it

Practice game

- Play a version of Color spot (Games Bank page 94) using shapes instead of colors
- 1 Say Find a (rectangle).
- Students find and point to something rectangular in the classroom. It does not matter if they do not know the vocabulary as long as the shape is correct.

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Ask What did we learn today? Encourage students to name the shapes



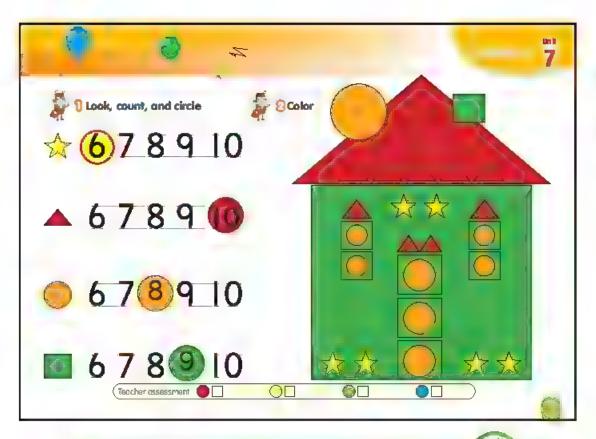
- Ask What did we draw? Point to students' pictures and ask What is it? Encourage them to answer a house
- Say Next we will learn about Egypt.
- Say Thank you to students for being active Ask students to say Thank you to their shoulder partners for being helpfu.

PLAY TIME

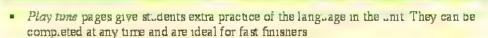
Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

- 1 Remind students about the rooms in a house. You can ask them to look at pages 63 and 63 for help if they cannot remember. Ask them to tell you the rooms in their house.
- Tel. students to look at the photos in the middle of the page and to draw a line from each object to the room where the object usually is in the house







1 Look, count, and circle

- 1 Remind students of the shapes. You can ask them to look at page 66 for help if they cannot remember
- ? Tel. students to look carefully at the shapes and numbers on the left
- 3 Ask them to find the shapes in the picture of the house and to circle the correct number Explain that some shapes are big and some are small.



2 Color

1 When students have finished counting and circling ask them to color the nouse carefully

Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- A.so give students a tick in their books alongside the face that best represents their overal, progress in the unit. See the introduction page xvii for more information about the color coding.

LESSON

page 72

Objectives: To identify vocabulary for ancient Egyptian items in a picture

To use adjectives

Issues: Citizenship Loyalty and belonging

Vocabulary: camel, key, king, queen, pyramids, Sphinx, stones

Lauguage: The (camel) is (big)

Materials: Student's Book pages 72 and 73

Class CD

Pictures from a magazine of the traditional Egyptian items came, key

king queen pyramids Sphinx, stones

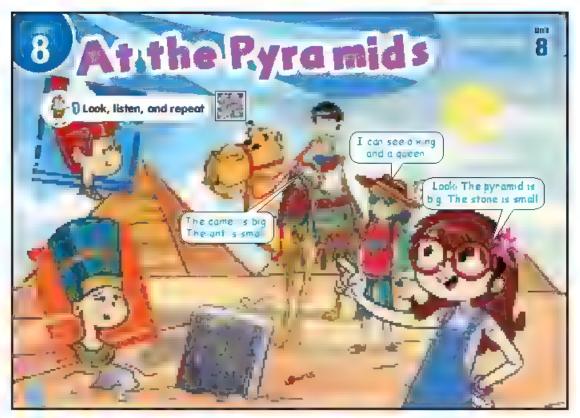
Paper and colored pencils or crayons for the Fast funshers activity

Opener e

 Play a version of Color spot (Games bank page 94) using shapes instead of colors, to revise shapes

Presentation

- 1 Draw on the board to help tell a story and introduce the new vocabulary First draw your house Say It's my house Today I'm going on an adventure
- Minne walking picking up a bag and opening the front door Say I close the door I use my key I lock the door
- 3 Mirrie turning a key and say key Ask students to repeat the word
- 4 Say I'm going to Giza I'm going to the pyramids Draw some large pyramids on the board Say pyramids Ask students to repeat the word
- 5 Hold your arms out Say The pyramids are big!
- 6 Say The pyramids are made of stones. Let's count the stones 1, 2, 3, 4 .oh too many! The stones in the pyramid are big. Draw some of the stones making up one of the pyramids
- 7 Say The pyramids were for kings and queens: Oh, look! It s the Sphinx! The Sphinx is big too Draw the Sphinx on the board. Say Sphinx. Ask students to repeat the word.
- 8 Draw a carnel Say Look! There's a came! Let's go on a came! Minne riding on a carne. Encourage students to join in Say came! Ask students to repeat the word
- 9 Yawn and say I'm tired I'm going home, Goodbye! Mirrie walking towards home
- 10 Put pictures of the new words on the board. Then point to each picture in turn and ask. What's this? Students say the words. Vary the order you point to the pictures.
- Ask individual students to come to the front of the class. Point to a picture on the board say (Ah), what's this? Help the student to say the word.



- 17. Ask students to work in groups or in pairs to ask and answer these questions using the pictures. Tell students to listen carefully to their finends and not to interrupt each other
- 13 Play Go to the word (Games Bank page 94) to practice the words again

1 🛊 🛊 [CD 1.51] Look, listen, and repeat

- 1 He.p students to find page 72
- Ask What can you see? Encourage all correct answers, including colors, shapes and known vocabulary
- Ask Who can you see in the picture? (Hany, a tourist and Hana) Introduce the word tourist. Explain that the person next to Hany is a tourist. He is visiting Egypt from another country. Ask your students where they might see tourists (in cities, at famous landmarks near the beach in shops, etc.) Ask Does the tourist speak Arabic? (maybe not). Explain that it is important to be polite to tourists and to nelp them if they need help for example if they are lost. Explain that Egypt has lots of important places which tourists want to visit, so there are often lots of tourists in Egypt.
- 4 Point to a pyramid and ask What's this? Elicit pyramid Repeat with ant, camel, king and queen
- 5 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.



- 6 Play the CD again sentence by sentence Ask students to repeat the words and point to the character who is speaking each time. Ask students to point to the character and hold up their books to show you.
- 7 Play the CD again sentence by sentence Encourage students to repeat what they hear

Hany The camel is big The ant is small Boy 1: I can see a king and a queen.

Hana; Look! The pyramid is big The stone is small

Extra practice

□ Ask the students to make a co.lage of Egyptian items. Give each group a selection of magazines and trave, brochures. Ask students to cut out pictures of pyramids, stones, kings queens camels, etc. and stick them onto paper. Go around the classroom as they work and ask questions. such as What is it? Is it big? What color is it?



LESSON

page 73

1 mm [CD 1.52] Listen, point, and say

- Hold up your book and point to page 73 Exercise 1
- Use the pictures to elicit the names of the items. Ask What's this? (camel, key, pyramids, Sphins, stones, King Tut and Queen Nefertiti,
- 3 Say Listen and point. Play the recording pausing after each word for students to choose and point to the item they hear.
- 4 Ask students to hold up their books and show you each item when they point to it
- 5 Play the CD again and ask the students to repeat the words

camel
key
The Pyramids
Sphinx
stones
King Tut

King Tut Queen Nefertin

Extra practice

- □ Point at the pictures Ask What is big? Elicit that the pyramids Sphinx and came, are big
- oxdot Write big on one side of the board $ar{W}$ nte small on the other side of the board
- ☐ Stick the pictures of the pyramids Sphinx and came, on the big side of the board
- ☐ Ask What is small? Elicit that the key and stones are small
- □ Stick the pictures of the key and stones on the small side of the board
- ☐ Point to the Sphinx He.p students to say The Sphinx is big
- ☐ Point to the key Help stildents to say The key is small
- Continue in the same way pointing at each of the pictures and he.ping students to make the sentences. As students get more confident, point to each picture more quickly.

Principle of Participation of Land



- Students can draw a simple picture of one big and one small object, animal or
 person. They can show the picture to another student and say The (elephant) is big.
 The (ant) is small. Start a class wall display with their pictures.
- If students do not have time to complete this task in class, they can do it at home and bring it to the next lesson.



Practice game

Play Guess the picture (Games Bank page 94) with the new vocabulary

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Say We can talk about Egyptian things. What did we learn today? Encourage students to name the .tems
- Say We can find big and small things. What s big? Encourage students to point something
 big in the classroom for example the board or the door. Ask What s small? Encourage
 students to point something small in the classroom for example a pencil or a sharpener.
- Say Next we will learn the sounds /k/ and /kw/
- If students are leaving the classroom at the end of the lesson you can stand near the door
 and set an extra mini challenge as they leave. Say big or small? Encourage students to hold
 out their arms to indicate something big or show something small between their fingers.
 Students can work individually in pairs or in small groups to do this. Each student only
 needs to do one mirrie before they leave.

page 74

Objectives: To recognize and produce the letter sounds /k/ and /kw/

To find words with the lkl and lkwl sounds To trace and copy the letter k, q, K, and Q

Vocabulary: key, kite, King Tut, quiet, Queen Nefertiti

Materials: Student's Book pages 74 and 75

Class CD

Pictures from a magazine of the traditiona. Egyptian items or the pictures

by fast finishers from the previous lesson came, key king queen

pyramids Sphink, stones

Paper for the Fast finishers activity

Opener is

 Play Point to the picture (Games Bank page 95) to revise the words for ancient Egyptian items

Presentation

- 1 Put the picture of the key on the board and ask What's this? Elicit key
- ? Write the letter k/K on the board
- Point at the letter and say Iki Students repeat the sound Iki with you
- 4 Point at the key again and elicit key



- Write key on the board and circle the letter k. Point to the letter and then the key quickly saying /k/ key. Ask students to repeat
- 6 Repeat steps 3 5 with the capital letter K and King Tut Explain to students that the names of people start with capital letters
- 7 Put the picture of quaet on the board and ask What's this? Eacit quaet
- 8 Write the letter $q(\hat{Q})$ on the board
- 9 Point at the letter and say Ikwi Students repeat the sound Ikwi with you
- 10 Point at quiet again and elicit quiet
- 11 Write quaet on the board and circle the letter q. Point to the letter and quaet saying that quaet. Ask students to repeat
- 12 Repeat steps 7-11 with the capital letter Q and Queen Nefertin. Point out that this is the name of a queen soil is capitalized. Write Queen Nefertin on the board and ask one student to come and circle the capital letter Q. Ask students to point to the capital letter Q in their books and circle it. Go around to check and provide help.

1 in [CD 1.53] Look, listen, and repeat

- 1 Help students to find page 74
- ? Point to the picture of the king and ask What s thas? Students say King Tid



- Then point to the letter k on the page and say the sound /k/ Students repeat after you Practice this several times
- 4 Say Listen and play the CD encouraging students to repeat the word and sound
- 5 Repeat with the Ikwi sound and Queen Nefertin

key, /k/ qunet, /qu/ key qunet /k/ /qu/

2 Look and circle k and q, or K and Q

- 1 Look at the pictures with the class and identify the items and persons in the pictures. What/ Who can you see? (key, kite, King Tit, Queen Nefertiti, queet). Say the words together with the class.
- ? Point to the king Say the word King Say /k/ King Point to the k and show students how to draw a circle around it
- Point to the picture of quaet Say the word quaet Say /kw/ quaet Ask students to draw a circle around q



- 4 Point to the key Say the word key Say /k/ key Point to the k and show students how to draw a circle around it
- 5 Repeat for the other words on the page

Extra practice

Point to each picture and ask the class to say the correct sound and word. Students can also practice this in pairs or small groups.

LINESCOM E

page 75

1 Look, trace, and say

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air. Ask students to do the same, and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- ? Model the letter formation for the letter k Say the sound tk! With your back to the class, write a large letter kin the air with a finger. Make the starting point and direction of writing clear. Say Start at the Plane Line and go straight down to the Grass Line. Pick up your pencil and start from between the Plane Line and the Grass Line. Go up and across to the Plane Line. Pick up your pencil and start from between the Plane Line and the Grass Line again. Go down and across to the Grass Line.
- 3 Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Mode, the correct way to write the letter on the board
- 5 Repeat steps 2-4 with the capita, letter K
- 6 He.p students to find page 75
- 7 Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 8 Ask students to trace over the dotted letter k and K in their book with a finger first
- 9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and fore finger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 10 Ask them to trace the large letters with a pencil making sure that they follow the direction of the arrows
- 11 Read the three words on the left of the page to students. Ask them to trace the letters k and capital K for each word
- 1? Repeat steps? 11 for the letters q and capita. Q and the two words on the right hand side of the page. For the Sky Writing, say Start at the Plane Line, go around and down to the Grass Line, go up and around to the Plane Line. Go straight down to the Worm Line.

Tens Seldiner



- Students can make a k or q poster to be displayed on the wall. They write and
 decorate a large k or q on the page and draw a picture to match the initial letter
 sound (king, kite, key, queen, queet). If they know any other simple words that start
 with k or a they can draw these.
- If you have a display board for phonics posters, add the students poster to it.

Practice game

Play Circle it (Games Bank page 94)

- 1 Draw some letters students know from the Student's Book on the board and the letter k
- 2. Ask for a student to come to the board and circle the letter sound tkt
- 3 Write some new shapes and the letter q and ask another student to circle the letter sound /kw/

Closing

- Remand students about what they have learned so far and set them up for what they will continue learning in the approximg days
- Draw a letter kt K on the board. Point to it and e.ic.t the sound.
- Say tki lki key tki lki ...? Encourage students to say other words they know which start
 with the lki sound. Check that these are words with the letter k rather than c and explain
 that there are two letters with the same sound if necessary but praise all answers with the
 correct sound.
- Repeat with the letter of Q.
- Say Next we will learn about big and small

LESSON.

page 76

Objectives: To compare the size of big and small objects

To recognize different places in Egypt

To say where you live

Issues: Citizenship Loyalty and belonging

Life skills: Respect for diversity Chical thinking Creating relationships

Vocabulary: big, small, Port Said, Luxor, Aswan, Alexandria, Cairo

Language: It s big It s small,

I live in (Aswan).



Materials:

Student's Book pages 76 and 77

Class CD

Pictures from a magazine of the traditional Egyptian items or pictures of these items by the fast finishers in lesson I came, key king queen pyramids. Sphinx stones.

Optional map of Egypt.

Opener

. Play Go to the picture (Games Bank page 94) with the traditional Egyptian items

1 km [CD 1.54] Listen, point, and say

- 1 Hold up a pencil. Say Is it big? Elect No. Point to the board. Say Is it big? Elect Yes Point to a table. Say Is it small? Elect No. Continue with a variety of small and big classroom objects.
- ? He.p st..dents to find page 76
- 3 Ask students to look at the picture in Exercise 1 Say What is it? Say It is a cup. Ask students to repeat the word





- 4 Say What color is it? Encit red
- 5 Say Listen and point
- 6 Play the CD sentence by sentence After each sentence point to the correct cup in the picture and check that the students are pointing to the correct cup too
- 7 Play the CD again sentence by sentence and ask the students to point to the picture and repeat each sentence

Girll' Look! It's big Boy 1 Look! It's small.



Digital link A video with more information about big and small can be accessed by scanning this QR code

Extra practice

Put students into pairs. Ask them to point to each putting and tell their partner the sentence. (It's (big), It's (small), j.



2 Which is smaller? Look and circle

- 1 Hold up your book and point to Exercise ?
- Point to the first pair of pictures Say Which is small? Which is big?
- Point to the pyramid on the left. Say Is it small? Yes!
- Encourage students to circle the smaller pyramid
- Put students into pairs to continue the activity in the same way
- 6 Go around the classroom as they work helping as necessary

STATE OF STREET

page 77

in [CD 1.55] Look, listen, and point

- If you have a map of Egypt available in your classroom, show it to the class
- Ask them to find the sea and the land Help them to do this Ask them to find the Nile Say Well done!
- 3 Hold up your book and point to Exercise 1 Page 77
- 4 Point to the first picture Say Port Said Ask students to repeat
- 5 Ask students about the photo of Port Said What can you see? What do you know about the city? Is it near the sea? Is it a big city? If you have a map help the students to find Port Said
- 6 Point to the second picture Say Luxor Ask students to repeat
- 7 Ask students about the photo of Lexor What can they see? What do they know about the city? If you have a map ne.p students to find Luxor
- Continue in the same way for the other pictures
- 9 Say Listen and point
- 10 Play the CD After the first sentence stop the CD and check that students are pointing to Port Said
- 11 Repeat the procedure for the rest of the pictures
- 17. Ask students to hold up their books and show you each picture when they point to it
- 13 Play the CD again and ask students to repeat the sentences.

Narrator

Hello! I'm Zein, I live in Port Said Boy 1:

Narrator ·

Boy 2: Hello! I'm Younts, I live in Luxor

Narrator

Boy 1: Hello What's your name? Boy 3. I'm Adam. I live in Aswan.

Narrator 4

Girl 1 Hello I'm Mariam I live in Cairo

Narrator.

Girl 1: Hello, What's your name? I'm Reem. I hve in Alexandria Girl 2



Digital link: A video about different places in Egypt can be accessed by scanning this QR code

Tom British



- Students can draw a picture of their city or village to be displayed on the wall Encourage them to hold up their pictures and say I live in (city/village name)
- If students do not have time to do this task during the lesson they can do it at home and bring it to the next lesson
- If you have a display board for phonics posters, add the students' poster to it

2 Look and say

- 1 Point to the photos in Exercise 1 Say Where do you live?
- ? Help students to form the sentence I live in (city/village name) Practice as a class, then use calling sticks to choose individual students to answer the question
- 3 Put students into small groups to ask and answer the question. Go around the classroom as they work monitoring and helping as necessary.

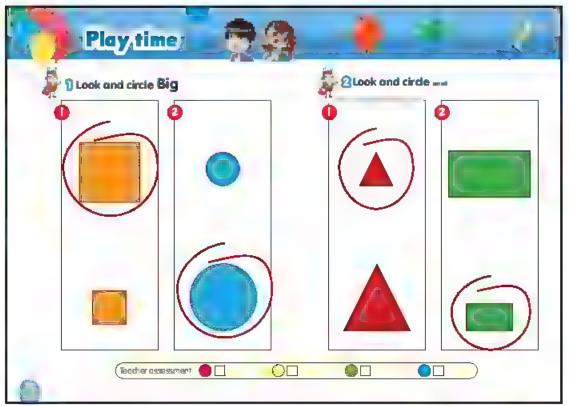
Practice game

Play Point to the picture (Games Bank page 95) with the new vocabiliary

- 1 Display the pictures for camel, key, King Tut, Queen Nefertiti, pyramids, Sphanx and stones on the board
- 2 Say one of the words, e.g. queen and students put up their hands to volunteer
- 3 Choose a student to come to the board and point to the picture of the queen
- 4 The student says the next word and chooses someone to come and point to the correct picture

Closing

- Remind students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Say We can find big and small things. Ask What's big? What's small? Encourage students
 to show you some big and small items in the classroom.
- Say We talked about different places in Egypt We learned about different people
- Say Next we will learn about actions
- If students are leaving the classroom at the end of the lesson you can stand near the door and set an extra mini challenge as they leave. Say big or small? Encourage students to hold out their arms to indicate something big or show something small between their fingers. Students can work individually in pairs or in small groups to do this. Each student only needs to do one mime before they leave.



PLAY TIME



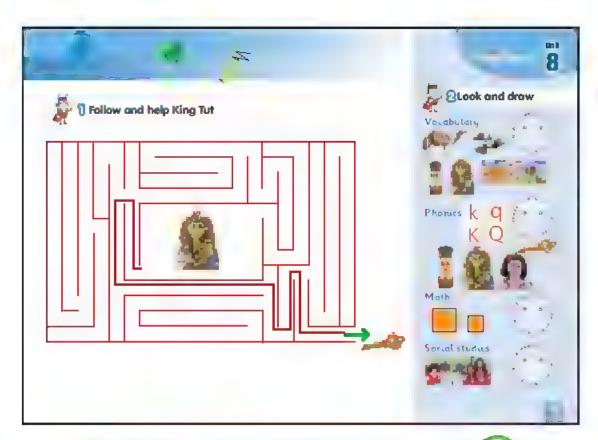
Play time pages give students extra practice of the language in the limit. They can be completed at any time and are ideal for fast finishers.

1 Look and circle Big

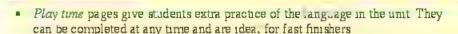
- 1 Remand students of the difference between big and smal. You can ask them to look at page 74 for help if they cannot remember
- ? Tell students to look carefully at each pair of shapes and to circle the bigger one in each case
- 3 Ask them to name each of the shapes

2 Look and circle small

- 1 Tell students to look at each pair of shapes and to circle the smaller one in each case
- 2. Ask them to name each of the shapes







1 Follow and help king Tut

- 1 Tell students that the king needs help to get out of the maze to reach the key
- Ask them to find a way out, without crossing any red lines. They can use their fingers to trace the line first and then draw the line with a pencil

2 Look and draw

- 1 Hold up your book. Make sure each student has some coloring pencils or crayons.
- ? Point to the traditiona. Egyptian items Ask What are they? to encit the words Ask students if they know these words. If they know the words, they should draw a smile and color.



the face

- 3 Draw the letters k/K and q/Q on the board Point to the key in the book Ask What is it? to elect key Ask students to point to k or q on the board Which is the correct letter for this word?
- 4 Point to the picture of the girl signaling quaet. Ask What is it? to excit quaet. Ask students to point to the correct letter on the board.
- 5 With your back to the class, write a large letter k in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times, saying the letter sound as they do so. Repeat for q
- 6 Repeat steps 3 5 with the capita, letters K and Q
- 7 Ask your students to draw a smile and color the face next to the phonics if they know these letters and sounds
- 8 Point to the big and small squares. Say It's big It's small Ask What's big in the classroom? Encourage students to point and tell you about big things they can see for example the door or the board. Ask What's small in the classroom? Encourage students to point and tell you about the small things they can see for example a pencil or a sharpener. Tell the students to draw a small and color the face if they understand the difference between big and small.
- 9 Point to the Socia. Studies photo. Say Where do you live? Help students to answer I live in (city/village name).
- 10 Show the Social Studies photo again. Point out that all the children look different. They have different clothes and different hair and skin colors. They come from different parts of Egypt. Explain that there are many different people in Egypt. Say We are all Egyptian.
- 11 Ask students to draw a smule and color the face if they understand that there are many different places and people in Egypt
- 12 Say Thank you! to students for being active Ask students to say Thank you! to their shoulder partners for being helpful.

Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- A.so give students a tick in their books alongside the face that best represents their overal, progress in the unit. See the introduction page xvii for more information about the color coding.

CESSON

page 80

Objectives: To talk about ability

To describe actions

To review numbers 1 10

Life skills: Communication Self expression

Issues: Environmental responsibility

Vocabulary: chg, jump, kick, skip, swim, throw

Language: I can (jump).

Materials: Student's Book pages 80 and 81

Class CD

Opener

 Play Teacher says (Games Bank page 96) to revise instructions (stand up sit down open your book close your book touch your mouth etc.) and body parts

Presentation

- If you have space ten students to find a space in the room and to watch you carefully Present the new vocabulary by demonstrating each action for example pretend to dig on the spot and say dg Students repeat the word several times chorally in groups and then individually. Then they pretend to dig and say dg
- 2 Repeat for jump, kick, skip, swim and throw
- 3 Do an action and ask What's this? Encourage students to say the words. Vary the order you do the actions.

1 i [CD 1.56] Look, listen, and repeat

- 1 Hold up your Student's Book open at pages 80.81 and say Open your books
- Ask the students to look at the pictures and name any characters they recognize (Amira, Youssef, Hany, Hana, three friends and one adult)
- 3 Ask students where the ch..dren are in the picture (at the beach)
- 4 Ask the students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Encourage students to use simple words and minner. Praise all correct answers.
- 5 Cup your hand behind your ear and say Listen
- 6 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.

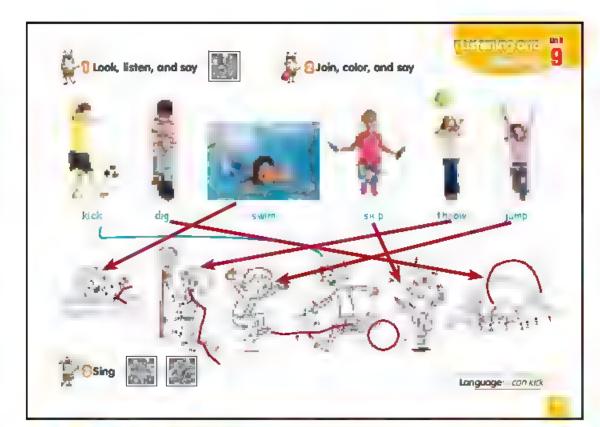


7 Play the CD again sentence by sentence Ask students to repeat the sentences and point to the character who is speaking each time

Youssef: I can throw.
Boy 1 I can swnm.
Boy 2 I can skip.
Boy 3 I can kick.
Hany I can dig
Girl I can jump

Extra practice

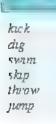
☐ Practice the new actions (skip hop throw etc.) with the whole class, and then with groups Say a word and encourage students to mime the action. Begin slowly at first and make sure all students are carrying out the instructions correctly. As students grow in confidence, give the instructions faster and faster and see if the class can keep up. Have fun.



page 81

1 👫 [CD1.57] Look, listen, and say

- 1 Hold up your Student's Book and point to Exercise 1 on page 81
- 2 Say kick and make sure students are pointing to the picture of the boy kicking
- 3 Say Listen Play the CD and demonstrate pointing to each action as it is named
- 4 Play the CD again word by word and ask students to point and repeat



Unit 9

Extra practice

- □ Play the CD word by word again and this time tell students to find and point to each of the actions in the picture on page 80 and repeat the word. Tell them, for example, to find and point to kick and say kick. Encourage students by saying Yes! or Well done! when they find and name the actions correctly.
- ☐ Put students into pairs to do the same activity. Student 1 names an action. Student 2 finds it in the picture on page 80 points to it and names it. Encourage students to wait for their partner to finish to listen carefully and to respect their partner's response.
- ☐ Monitor students as they work and encourage and help them as needed

2 Join, color, and say

- 1 Play a quick game of Show me (Games Bank page 96) to revise the numbers 1 10
- 2. Ask students to connect the dots in each of the pictures following the dots in order from 1 to 10 Say Look at picture 1 Where do we start? Where is 1? Encourage students to point to the first dot. Check that they are pointing to the correct dot. Say Well done! Say Where's 2? Where's 3? Encourage students to trace the whole shape with their finger counting as they do so. When they are confident, they should trace the shape with a pencil. Ask students to work in pairs to complete the rest of the pictures.
- 3 When all the students have finished drawing say What is picture 1? They point and say Elicit swim Continue for the other pictures
- 4 Point to the pictures Say What can you do? Can you swim? Can you dig?
- 5 Help the students to form sentences I can (swim) I can (dig)
- 6 Hold up your book and point to pictures in turn to practice the sentences. For example, if you point to the picture of the boy kicking, the class should say I can kick. Repeat until all students are confident.
- 7 Ask students to work in pairs
- 8 They should point to pictures of actions they can do and tell their partner I can (kick)
- 9 Ask one or two confident pairs to show their work to the class

3 mm [CD 1.58 and 1.59] Sing

- 1 Tell students that they are going to learn and sing a new song
- Say Listen Play the CD Hold your book up and point to the actions in Exercise 1 as they are mentioned in the song
- 3 Play the CD again and ask students to point to the pictures in the same way
- 4 Play the song again and ask the class to sing along with you

Girl I can skip
I can throw
I can jump, jump

Skip, throw and jump with me!

Boy I can kick
I can swim

I can dig, dig, dig

Kick, swim and dig with me!

Practice game

Play Mune it (Games Bank page 95) to practice the new action words

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Ask What did we learn today? Encourage students to name the actions
- Ask Can you skip? Encourage students to put up their hands if they can Repeat with other actions Say Well done!
- Say We sang a song

Next we will learn about the sounds / v and / A

page 82

Objectives: To learn the letter sounds /1/ and /A/

To find words with the /u and $/\Lambda$ sounds To trace and copy the letters u I, and U

Vocabulary: vn, insect, Injy, under, umbreila, Uncle Amr

Materials: Student's Book pages 83 and 83

Class CD

A teddy or dol, and a box

Modeling clay for the Fast finishers activity

Opener

- Play Teacher says (Games Bank page 96) with the actions from Lesson 1
- After a few rounds you could invite some children one by one to come and take the role of the teacher

Presentation

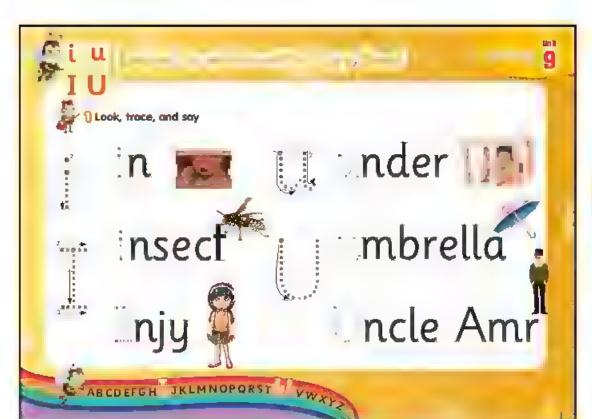
- 1 Hold up the teddy or doll and box Put the teddy or doll in the box and ask Where's the teddy/doll? Teach in the box
- Write the letter t/I on the board.
- 3 Point at the letter and say /t/ Students repeat the sound /t/ with you
- 4 Hold up the teddy/do.. in the box again and elicit in



- Write the word *in* on the board and circle the *i*. Point to the letter and then the teddy/do.l in the box quickly saying / in. Ask students to repeat
- 6 Repeat steps 3.5 with the capital letter I and Injy Explain that some words start with capital letters. Write Injy on the board. Select a confident student and ask nim/her to circle the capital I. Ask students to think about why it is a capital I. Help students by asking questions like is it a name? Encourage students to reply that it is a name. Praise all correct answers.
- 7 Put the teddy/doll under the box and ask Where's the teddy/doll? Teach under the box
- Write the letter u on the board
- 9 Point at the letter and say /A/ Stildents repeat the sound /A/ with you
- 10 Point to the teddy under the box again and elicit under
- 11 Write the word *under* on the board and circle the letter *u*. Point to the teddy under the box and the letter saying /A/ under Ask students to repeat
- 12 Repeat steps 7 11 with the capital letter U and Uncle Amr.

1 🛊 🕯 [CD1.60] Listen and repeat

- 1 Help students to find page 82
- 2. Put the teddy/do., in the box and ask Where's the teddy/doll? Students say the word in
- 3 Then point to the letter i on the page and say the sound id. Students repeat after you.
 Practice this several times.



- 4 Say Listen and play the first part of the CD encouraging students to repeat the word and sound
- 5 Play the second part and demonstrate that students should make the target sound after the word
- 6 Play the third part and demonstrate that students should say the mode, word after the target sound
- 7 Play the CD severa, times so students can mirror and practice the correct pronunciation
- 8 Repeat steps 2.7 with the teddy/do., under the box for under and /A/

in, /i/	under, / Av
171	under
/1/	11/

2 Look and circle i and u, or I and U

- 1 Look at the pictures with the class and identify the item and actions in the pictures. Say What's this? (in, insect, Injy, under, umbrella, Uncle Amr.) Say the words together with the class.
- Point to the teddy in the box. Say the word in Say / in Point to the i and show the students how to draw a circle around it



- Point to the boy under the table. Say the word under. Say / N under. Ask the students to draw a circle around u.
- 4 Repeat for the other words on the page

Extra practice

Point to each picture and ask the class to say the correct sound and word

LEADER

page 83

1 Look, trace, and say

- 1 With your back to the class, show students how to draw simple lines and patterns with a finger in the air Ask students to do the same and make sure they draw the pattern from left to right. Do this activity with different shapes and sizes of lines. Alternatively, you could draw the lines on the board one at a time and get the children to copy them in the air.
- Mode, the letter formation for the letter is Say the sound if With your back to the class write a large letter i in the air with a finger. Make the starting point and direction of writing clear. Say Start at the Plane Line, go straight down to the Grass Line. Pick up your pencil and draw a dot between the Sky Line and the Plane Line.
- 3. Students copy the letter in the air several times, saying the letter sound as they do so
- 4 Model the correct way to write the letter on the board
- 5 Repeat steps 2-4 with the capita, letter I
- 6 Help students to find page 83
- Make sure students are sitting in a comfortable position for writing. They should sit straight upright facing their desk with their feet flat on the floor in front of them.
- 8 Ask students to trace over the dotted letter 1 and I in their books with a finger first
- 9 Check that students can hold their pencil correctly. They should hold the pencil between their thumb and forefinger with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure that they don't hold the pencil too tightly.
- 10 Ask them to trace the large letters with a pencil making sure that they follow the direction of the arrows
- 11 Read the three words on the .eft of the page to the students. Ask them to trace the letter i or I for each word.
- 12 Repeat steps 2. 11 for the letters u and capital U and the words on the right hand side of the page. For the Sky Writing, say Start at the Plane Line, go down and around to the Grass Line, go up and around to the Plane Line. Go straight down to the Grass Line.

Fee Smallers



Give students some modeling clay and ask them to make the shape of the letters if
and if they have time they can also make other letters which they know

Practice game

- 1 Put students into groups Give each group a large piece of paper
- Say Listen and write
- 4 Ask students to hold up their letter to show you. Correct any mistakes
- 5 Repeat with other known letters

Closing

- Remind students about what they have learned so far and set them up for what they will continue learning in the appropring days
- Draw a letter vI on the board. Point to it and elicit the sound.
- Say /μ /μ msect /μ /μ ,...? Encourage students to say other words they know which start with the /μ sound. Praise all answers with the correct sound.
- Repeat with the letter wU
- Say Next we will learn to say where things are

page 84

Objectives: To say where things are
Vocabulary: un, under, on, behind

Life skills: Critical thinking Observation

Values: Curiosity
Language: Where is it?

It's (m) the (box)

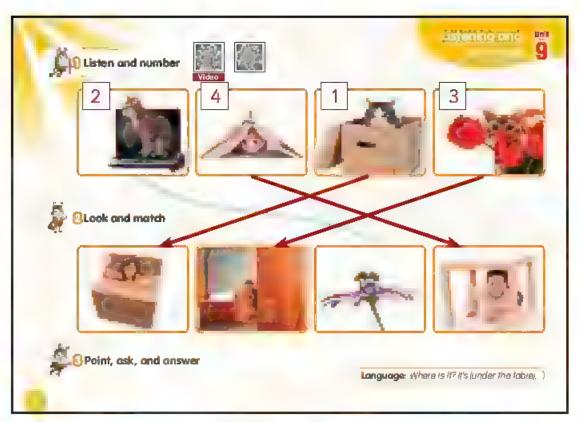
Materials: Student's Book pages 84 and 85

Class CD

A teddy or doll and a box

Opener |

Practice instructions skip, jump, etc. with the whole class, in groups and then with
individual students. Begin slowly at first and make sure all students are carrying out the
instructions correctly. As students grow in confidence, give the instructions faster and
faster and see if the class can keep up. Have fun.



Presentation

- 1 Hold Up a teddy or doll and a box. Put the teddy or doll in the box. Say Where is it? Elicit. It's in the box. Ask students to repeat.
- ? Put the teddy or doll on top of the box. Say Where is it? Teach It's on the box. Ask students to repeat
- 3 Put the teddy or doll under the box. Say Where is it? Elicit It's under the box. Ask students to repeat.
- 4 Put the teddy or doll behind the box. Say Where is it? Teach It's behind the box. Ask students to repeat
- 5 Practice the new sentences, by putting the teddy in on under and behind the box. As students get more confident, move the teddy more quickly.
- 6 Put students into groups. Ask them to take turns to be the teacher and put something in on under and behind something else. They can use a pencil case and a pencil to do this. The rest of the group should look at the pencil and pencil case and form the correct sentence. Go around the classroom to monitor and help as necessary.



It's behind the flowers



🌲 [CD1.61] Listen and number

- 1 Help students to find page 84.
- 2 Indicate that this is a review for some items from units 8 and 9.
- 3 Point to the first photo Say Where is the cat? Help students to say It's on the computer
- Point to the second photo. Say Where is tt? Help students to say It's under the book.
- 5 Continue in the same way for the third and fourth photos (It's m the box It's behind the flowers)
- 6 Explain that you are going to play the CD Ask students to listen and point to the correct photo
- 7 Play the CD, sentence by sentence Ask students to repeat the words and point to the correct photo
- 8 Play the CD again, sentence by sentence Ask students to use the numbers 1 4 to write the order of the sentences in the small box next to each photo. Go around and monitor students while they work.

Audioscripi

Boy 2:

Narrator: 1 Narrator: 3

Boy 1: Where is it? Boy 1: Where is it?

Narrator: 2 Narrator: 4

Where is it? Boy 1: Where is it? Boy 1:

Boy 2: It's on the computer. Boy 2: It's under the book.

2 Look and match

1 Hold up your book. Point to the first photo in Exercise 2 Ask Where is she? to elicit She's in the box Students are likely to get confused with she, he and it Correct their mistakes, but the main language point of this lesson is m, on, behind and under so do not spend too much time explaining the difference between she, he and if in

Boy 2:

- 2 Say m. Point to the page Say Where's she? Elicit that the girl is in the box. Point to picture 3 in Exercise I and explain that the cat is also in the box. Ask the students to draw a line connecting the two pictures
- 3 Repeat steps 1 2 for the other pictures

It's in the box.

3 Point, ask, and answer

- Point to a photo Ask Where is it?
- Elicit the answer in a full sentence for the class
- 3 Practice several times with different pictures from Exercise 1 and 2
- Ask students to work in pairs
- The first student points to a photo and says Where is it?
- The second student answers It's on the computer
- When they have talked about all the photos, they swap roles and Student 2 asks the questions for Student 1 to answer
- 8 Go around the classroom and help as necessary



Digital link: A video al scanning this QR code Digital link: A video about in, on, under and behind can be accessed by

page 85

1 Look and trace

- 1 Hold up your book. Point to Exercise 1 on page 85
- 2 Point to photo 1 Ask What is this? Elicit behind
- 3 Say behind Ask the students to repeat.
- 4 Ask students to trace the letters under the picture of the cat.
- 5 Point at the picture and say beland

- 6 Repeat steps ? 5 for the other pictures and words on the page. Make sure you separate and pronounce each sound in the words clearly
- 7 Ask students to hold up their books to show you their completed work





 Students point to words on the page and sound out each letter separately. If their partner has also finished, they can do this activity in pairs.

2 Look and draw

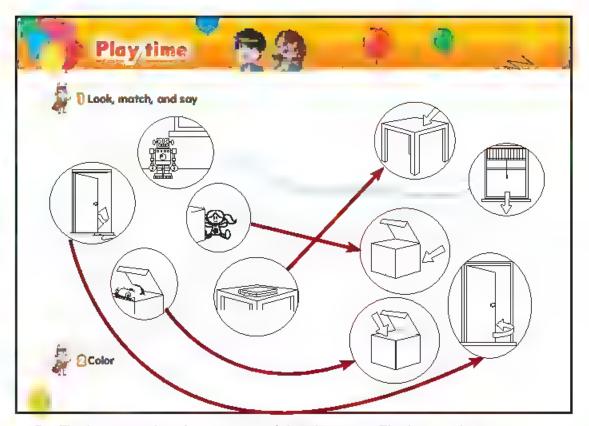
- 1 Hold up your book Point to the vecabulary Ask What are they? to elicit the words Ask students if they know these words. If they know the words, they should draw a smile on the face next to the words and color it.
- ? Point to the cat in the box. Ask Where is it? to encit It's on the computer
- Point to the other cats in turn and elicit where they all are Ask students to draw a smale on the face and color it if they know in, on, under and behind
- 4 Draw the letters I and U on the board. Point to teddy in the box. Ask Where is it? to encit It's in the box. Ask the students to point to 1 or u on the board. Which is the correct letter for this word?
- 5 Point to the cat under the book Ask Where is it? to excit It's under the book Ask the students to point to the correct letter on the board
- 6 With your back to the class write a large letter in the air with a finger. Make the starting point and direction of writing clear. Students copy the letter in the air several times. saying the letter sound as they do so. Repeat for u.
- 7 Repeat steps 4.6 with the capital letters I and U and Injy and Uncle Amr
- 8 Ask your students to color the smiley face next to the phones words if they know these letters and sounds and color it

Practice game

Play Teacher says (Games Bank page 96) to practice actions

Closing

- Remand students about what they have learned so far and set them up for what they will
 continue learning in the upcoming days
- Ask What did we learn today? Use a teddy or do., and a box to prompt in, on, under, and behind
- Say We can talk about where things are We can spell some words
- Say Next we will revise words and language from units 5 to 9. Show units 5 to 9 in the Student's Book, so that students understand.



 Say Thank you! to students for being active Ask students to say Thank you! to their shoulder partners for being he.pful

PLAY TIME

Play time pages give the stildents extra practice of the language in the unit. They
can be completed at any time and are idea, for fast finishers.

1 Look, match, and say

- 1 Ask students to look carefully at the five pictures on the left. Each shows an object in on behind or under something.
- Tell students that the five pictures show the places where the objects are. They should match the object to the place. Show that in the example the robot is under the window on the left so it's matched to the picture with an arrow under the window.
- 3 Ask students to work in pairs. They can point at the pictures and make sentences, for



example It's under the window

2 Color

1 Ask students to color the pictures carefully. Let them choose the colors they like and praise their efforts



PLAY TIME



Play time pages give the students extra practice of the language in the unit. They
can be completed at any time and are ideal for fast finishers.

1 Look and color

- 1 Ask students to color the picture of the beach carefully
- ? When they have finished coloring ask them to show their picture to a friend and talk about the colors

Teacher assessment

- Collect the students books. Remember to give each student a color coded grading for each skill for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall
 progress in the unit. See the introduction page xvii for more information about the
 color coding.



LESSON

page 88

Objectives: To revise the vocabiliary and language from units 5.9

Life skills: Negotiation and partic.pation

Vocabulary: Rooms bathroom, bedroom, garden, kuchen, hving room

Shapes circle, rectangle, square, star, triangle

Egyptian things camel, king, pyramid, queen, Sphinx, stones

Actions dig, kick, skip, swim, throw, jump

Places behind, in, on, under

Materials Student's Book pages 88 and 89

Class CD

Optional spinners to use the page as a board game

Opener

We come the children with a smile

 Revise the vocabulary from units 5.9 with a game of Wordwhaspers (Games Bank page 96)

1 h in [CD 1.62] Look, listen, and point

1 Help students to find page 88

2. Ask students Who can you see? Point to Busy Bee and ask Who is this? (Busy Bee).

3 Play the first word of the CD Say Listen and point Students point to the first picture

4 Repeat for al. the pictures

5 Play the CD again Pause after each word and ask the students to repeat and to point to the picture

Narrator: t

throw, camel, Sphinx, bedroom, star, swim, pyramids, kitchen,

rectangle, kick, circle, bathroom, dig, queen, garden, king, square.



2 Point, ask, and answer

- 1 Hold up the book and point to the first picture. Ask a confident student What's this? (throw)
- ? Put students into pairs and ask them to continue in the same way asking and answering about the pictures
- 3 Go around the classroom and help as necessary

Extra practice

Put s	tdents	into	small	groups and	give each	group a	SDIDDE

☐ Te., them to use one book per group

Ask them to put a small item on the page where it says. Start' (a rubber or any other small classroom item is fine for this)

☐ Give each group a spinner Te., them to take ti.ms

☐ The first member of the group should spin the spinner and move their small item along the board by that number

☐ The rest of the group asks What is it? to elicit the answer



- ☐ The student then passes the spinner to the second child who spins it and moves their small item in the same way
- ☐ Continue Intil all members of the group reach the 'Finish' sign



page 89.

1 [CD 1.63] Look, listen, and point

- 1 Help the students find page 89
- ? Ask students Who can you see? Point to Busy Bee and ask Who is this? (Busy Bee).
- 3 Ask students what they can see in the top row of hexagons Say What can you see? Yes, places in the house
- 4 Point to the living room and ask What is this? (living room) Say Yes, it's a living room
- 5 Repeat steps 3 4 for the other rooms/places (bedroom kitchen bathroom garden)
- 6 Play the first sentence on the CD Say Listen and point Students point to the corresponding room as they hear each one mentioned
- 7 Repeat the procedure for the other rows of pictures

Narrator living room, bedroom, kitchen, bathroom, garden

Narrator mother, father, sister, grandfather, brother, grandmother

Narrator: star, square, triangle, circle, rectangle

2 Point, ask and answer

- 1 Hold up the book and point to a hexagon Ask a confident student What's this?
- ? Put students into pairs and ask them to continue in the same way asking and answering about the pictures
- 3 Go around the classroom and help as necessary





page 90

Objectives: To revise the letter sounds from units 5.9 /fl, /tl, /dl /g/, /æ/, /s/, /k/, /kw/,

/[/, /A/

To evaluate progress in units 5.9

Vocabulary: Family members father, mother, grandmother, grandfather, sister, brother

Musical instruments drum, flute, triangle, guitar, piano Home living room, bedroom, kitchen, bathroom, garden

Shapes, star, square, triangle, rectangle, circle

Egyptian things camel, king, pyramid, queen, Sphinx, stones

Actions dig, kiek, skip, swim, throw, jump

Places behind, in, on, under

Life skills: Self management Self assessment

Materials: Student's Book pages 88 and 89

Pictures of rooms of a house bathroom bedroom garden kitchen

A doll and a box

1 🛊 🛊 [CD 1.64] Look, listen, and number

1 Use a family tree chart to revise family members. Point to a family member and ask. Who is he/she? Ask students to answer using He st. She's

Say Listen and do Touch your (ears) Encourage students to follow the instructions Repeat with the other body parts.

3 Help students to find page 90

4 Point to the first picture (man looking through binoculars) Mime looking through binoculars and say I can see

5 Point to the other pictures mirring each action and saying the appropriate sentence

6 Play the first sentence on the CD. Help the students point to the correct answer/picture. Let them try first on their own

7 Write the number next to the correct picture. He.p students do the same

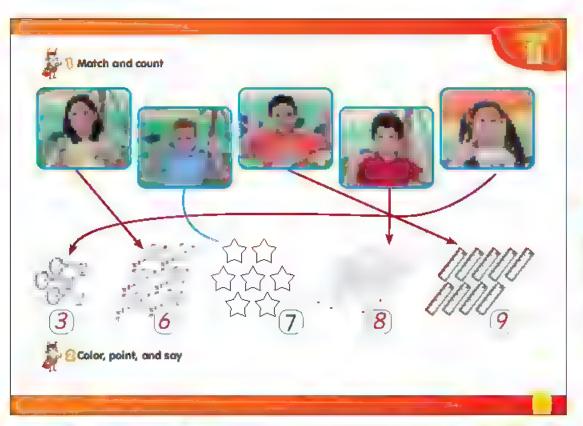
8 Play the rest of the audio enciting the correct answers from the class

One I can taste
Two I can smell
Three I can touch
Four I can hear
Five I can see



2 Now say

- 1 Divide students into pairs
- 2 Each student in the pair takes turns one mimes the action (seeing with binoculars) and the other student says I can (see).
- 3 Repeat with all pictures
- 4 Invite confident pairs to come to the front of the class to showcase
- 5 Encourage all efforts





Rage 19.

1 Match and count

- 1 Play Show me (Games Bank page 96) to revise the numbers 1 10
- 2 Model the formation for the number I With your back to the class write a large I in the air with your finger making the starting point and direction of writing clear
- 3 Students copy the number in the air several times saying one as they do so
- 4 Repeat steps 2.3 with the other numbers
- 5 Hold up your book and point to page 91 Exercise 1
- 6 Point to each of the photos and ask the class to count how many fingers the children are holding up
- 7 Point to the first photo. Say Count the fingers and encit six
- 8 Show students now the example line goes to the group of six kites below
- 9 Ask students to match the other numbers in the same way
- 10 They can then write the answer in the box below each group of items
- 11 Go around the classroom encouraging the students and helping where necessary
- 12. Ask students to hold up their books to show you their answers



2 Color, point, and say

- 1 Ask students to color the items
- 3 Put students into pairs
- 3 Tell them to show their pictures to their partner and talk about them

Example

Student 1 Three red keys

Tent Heat least



 Students practice vocabulary with a partner in the same way using their own classroom items. Count the pencils, (Five pencils).

Practice game

Play Guess the picture (Games Bank page 94) to revise vocabulary from units 5.9





page 82

1 Color and say

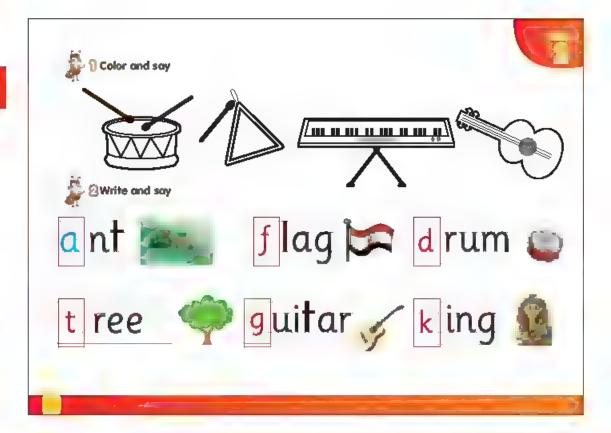
- 1 Help students to find page 9?
- 2 Point to the drum Ask What is it? E. cit drum
- 3 Repeat for triangle, piano and guitar
- 4 Ask the students to color the pictures carefully
- 5 When they have finished coloring ask them to work in pairs. They should point to each picture and talk about it. For example, It's a drum, It's blue.
- 6 Ask a few confident students to show their pictures to the class and talk about them in the same way

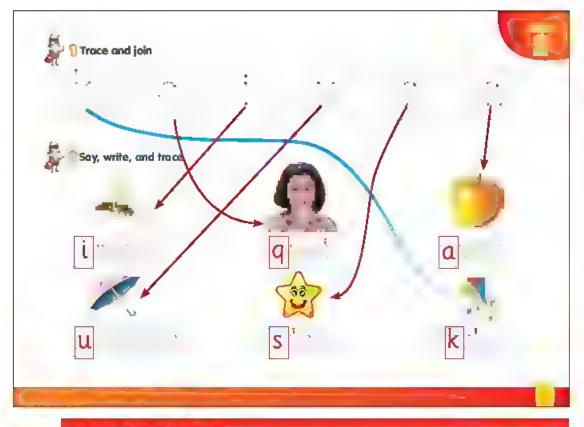
2 Write and say

- 1 Revise the sound if t by drawing a flag on the board and eliciting flag
- Write the letter f on the board and say /f. Point to the letter and say /f. Students repeat the sound /f/ with you.
- 3 Then point to the picture again and elicit flag. Point to the letter f on the board at the same time so that the students are saying /flag repeatedly.
- 4 Repeat steps 1 3 with /a/ ant, /d/ drum, /t/ tree, /g/ guatar, and /k/ lang
- 5 Mode, the letter formation for the letter f Say the sound /f/ With your back to the class, write a large letter fin the air with a finger. Make the starting point and the direction of the writing clear.
- 6 Students copy the letter in the air several times, saying the letter sound as they do so
- 7 Repeat steps 5.6 with the other letters
- 8 Hold up your book and point to Exercise ?
- 9 Use the pictures to elicit the vocabulary Point to the first picture and ask What's this? (ant),
- 10 Say /a/ ant Ask students to repeat
- 11 Show students the letter a written on the lines Explain that they are going to write the first letter for the other words in the same way
- 12 Repeat for the other pictures

Closing

- Remand students about what they have learned so far and set them up for what they will continue learning in the upcoming days
- Say We revised words from units 1 to 9
 We can count to 10. Hold up your hands and count from 1 to 10 with the class. Then
 hold up numbers between 1 and 10 randomly and encourage students to say the
 correct words.
- Say Next we will revise sounds and letters from units 5 to 9





Ragid 98

Opener -

Play Point to the picture (Games Bank page 95) using the pictures of rooms

1 Trace and join

-]. Revise the sound ikl by drawing a kite on the board and eliciting kite
- ? Write the letter k on the board and say /k/ Point to the letter and say /k/. Students repeat the sound /k/ with you
- 3 Then point to the picture again and encit kite. Point to the letter k on the board at the same time, so that the students are saying /ki kite repeatedly.
- 4 Repeat the procedure for /kw/ queen,/I/ (insect), /oe/ (apple 1,/s/ (star) and /N umbrella.
- Model the letter formation for the letter k. Say the sound /k/. With your back to the class, write a large letter k in the air with a finger. Make the starting point and direction of writing clear.



- 6 Students copy the letter in the air several times, saying the letter sound as they do so
- 7 Repeat steps 5.6 with the other letters
- 8 Help students to find page 93 Point at Exercise 1
- 9 Ask the students to trace each of the letters correctly
- 10 Go around the classroom and help as necessary
- 11 Point at the photo of the kite. Ask. What is it? Eacit late.
- 12 Show students how the example line is drawn from the k at the top to the picture of the king. Ask them to do the same for the other pictures and letter
- 13 Ask students to hold up their books to show you their answers

2 Say, write, and trace

- 1 Point at the photo of the insect Ask What is it? Elicit insect
- Say /I/ insect. Show students the letter i written on the lines. Explain that they are going to write the first letter for the other words in the same way.
- 3 Repeat steps 1.3 for the other pictures.

Extra practice

☐ Put students into pairs to point to the pictures and say the word and sound

Example

Insect /I/

Ask a few confident students to show their work to the class.





page 94-95

Now I can say...

- 1 Hold up your book Point to the family members Ask What is it? for each one to elicit the words (grandmother grandfather mother father brother sister)
- When students are confident that they know the family members, they should put a tick at the bottom of the column
- 3 Use a do.l and a box to revise in, on, behind and under Move the doll more quickly as the students become confident
- 4 If the students know these words, they should put a tick at the bottom of the column
- 5 Hold up your book Point to musical instruments Ask What are they? to ehoit the words
- 6 If students know the words, they should put a tick at the bottom of the column
- 7 Repeat the procedure for the rooms and the actions
- 8 Draw the letter s/S on the board. Point to the photo of the star in the book. Ask What is it? to elicit star. Can the students think of any more words that start with s?
- 9 Repeat step 11 with the other letters
- 10 Ask students to put a tick at the bottom of the column if they know the words
- 11 Say Well done! to the class



Test Heithers

In pairs students play Missing sound (Games Bank page 91) to revise the letters s,
 a k, g 1 and u and their letter sounds/s/ /æ/ /k/ /kw/ /l////





Practice game

Play Word whispers (Cames Bank page 96) to revise al. the known vocabulary

Closing

- · Remind students about what they have learned
- Draw a letter s/S on the board. Point to it and elect the sound.
- Say /s/, /s/, star /s/, /s/...? Encourage students to say other words they know which start with the st sound
- Repeat with the letters a/A, k/K, q/Q, ν/I and u/U
- Say We know colors Hold up some objects and ask What color is it?
- Say Well done!





Games bank

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary e.g. toys. In pairs, students throw and catch or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound eighth letter h. The student comes to the board and circles the letter h. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beambag to a student and say *Show me (yellow/rediblue/green)*. The student can touch any item in the classroom whether they know the vocabulary or not as long as it is the correct color.

Color spot

Use this game to practice colors vocabiliary. Say Find something (red). Stillents find and point to something red in the classroom. It does not matter if they do not know the vocabiliary as long as the color scorrect.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor sk...s and cooperative ski.ls. In pairs, students stand at one side of the room. One student walks to the other side of the room following a meandering path. The other student follows behind. When all the students get to the other side of the room, they repeat with the other student leading.

Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing e.g. /h/ hello, /b/ book, /r/ robot and /d/ daddy, in different corners of the room. Ask the children to move around the room to the music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three Without looking say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabiliary item, e.g. board, book, chair, crayon, pencil or table for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams with each group trying to guess first.

Hello!

Use this game to practice language Ask students to sit in a circle Say a student's name and roll a ball to that student. Help the student to say *Hello*, *I'm* (name). Say *Hello*, (name) and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example. Hello, what's your name? I'm (Sara). When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. [h/ hello, /b/ book and /r/ robot, and elicit the letter sounds. /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask What's the missing sound? Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, hon the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point* to a (crayon). Students find and point to the item

Point to the letter

Use this game to practice phonics. Display pieces of paper with a letter on each piece. Put them up in different parts of the classroom. Say one of the letter sounds, e.g. /b/. Students point to the correct letter. As students gain confidence, you can say the sounds more quickly. You can also use calling sticks to choose students to say letter sounds.

Point to the picture

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is daddy, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of daddy. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Games bank

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: two. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Teacher says (1)

Use this game to practice vocabulary and language Give instructions for the students to carry out with you. Say *Teacher says... touch your (nose)* and touch your own nose. The students touch their noses Continue with eye, hair, ear, mouth and hand Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs, e.g. one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. camel, elephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask What's (Who's) missing? Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask What's this? Help the student to reply It's a (book). Ask the class Is it a (book)? The rest of the group says Yes. It's a (book). Swap roles, encouraging the student to hold the item and to ask you What's this? This time say the wrong item It's a (book). Encourage the student to ask the class Is it a (board)? The rest of the class replies Not It's a (book). Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need a pictures of vocabulary items, words or letter sounds written on pieces of paper. Students at or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers doll to the student next to him/her, who whispers the word they have heard to the student next to him/her, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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